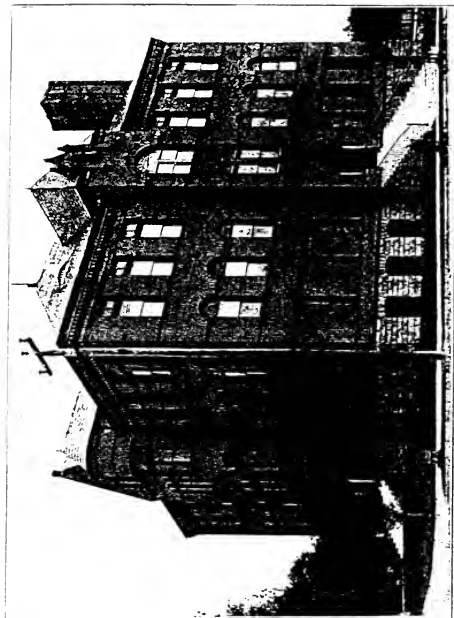






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HUNTINGTON PUBLIC SCHOOLS
(IND.)
REPORT OF THE CITY PUBLIC
SCHOOLS OF HUNTINGTON, ...



HIGH SCHOOL.

REPORT
OF THE
CITY PUBLIC SCHOOLS
OF
HUNTINGTON, INDIANA

FROM 1903 TO 1908

WITH COURSE OF STUDY, RULES AND REGULATIONS,
HISTORICAL MATTER, AND ANNOUNCEMENTS
FOR 1908-09

80028
copy 1



NEWS PUBLISHING COMPANY
HUNTINGTON, INDIANA
1909

Allen County Public Library
900 Webster Street
PO Box 2270
Fort Wayne, IN 46801-2270

OUR CREED

We believe that every child is born with the inalienable right to have all of his faculties harmoniously developed to the highest capability of self-directed activity in the right direction, that he may dispense the fullest measure of happiness to mankind and thereby reap a reciprocal reward of happiness to himself.

OUR MOTTO

This year must be better, fuller, richer than the last.

BOARD OF EDUCATION

1903-1904

William C. Chafee.....	President
Isaac E. Fisher.....	Secretary
James H. Ewing.....	Treasurer

1904-1905

William C. Chafee.....	President
John T. Alexander.....	Secretary
Isaac E. Fisher.....	Treasurer

1905-1906

Isaac E. Fisher.....	President
William A. Bucher.....	Secretary
John T. Alexander.....	Treasurer

1906-1907

John T. Alexander.....	President
Isaac E. Fisher.....	Secretary
William A. Bucher.....	Treasurer

1907-1908

William A. Bucher.....	President
Alonzo D. Mohler.....	Secretary
Isaac E. Fisher.....	Treasurer

WILLIAM P. HART, Superintendent.

PRESIDENT'S REPORT

Office of the Board of Education,
Huntington, Indiana.

August 1, 1908.

To the Honorable Mayor and Common Council, Huntington, Ind.

Gentlemen: I herewith present to your Honorable Body the report of the Board of Education for the five years ending July 31, 1908.

The growth and development of our public schools for the past five years have been very gratifying indeed. The course of study is most thorough and comprehensive, built upon practical lines which are thoroughly in harmony with the approved and most progressive educational thought of the times; and, under the vigilant supervision of the superintendent and his able corps of supervisors and principals, it is being faithfully and efficiently carried out by a splendidly equipped and trained faculty of teachers. Our city public schools can justly lay claim to being second to none, not only in our own fair State, which is noted for its good schools, but to those of any other city in the entire country.

School Buildings

For the carrying out of this system our city is provided with six beautiful, commodious, and well equipped school buildings: one high school building and five ward buildings—the Central School, William Street School, Tipton Street School, State Street School, and Allen Street School. In addition to these, we have a magnificent and thoroughly modern public library building.

All of these buildings are modern, up-to-date structures, well lighted and heated, most of them well ventilated, and thoroughly sanitary in all of their appointments. They are artistically decorated on the interior, and furnished with all the necessary appliances that go to make up a modern and successful school system.

Each Spring, upon the close of the schools, the members of the Board of Education make an annual tour of inspection, noting necessary improvements and changes, when the school premises are all thoroughly overhauled during the Summer vacation and put in the best possible shape for the opening of the new school year.

These buildings are in charge of a thoroughly trained and efficient corps of janitors, who devote their entire time to their care, and also the grounds upon which they are located.

The buildings are all fully insured against loss by fire in conservative and responsible companies.

Improvements

The most important improvements made during the past five years have been a central hot-water heating plant for the High School, Central Ward School, and City Free Library, to replace the old hot-air system in the first two, and a smaller hot-water system in the last; and a hot-water system to replace the hot-air system in the William Street School.

Sanitary flushing closets have also been added to the High School, Central School, and Allen Street School, to replace the old dry-closet systems. The Tipton Street School and City Free Library had been equipped with flushing closets before this. It is the intention of the board to add the flushing closets to the William Street School and State Street School just as soon as the city provides the necessary sewerage for these buildings.

The addition of flushing closets greatly improves the sanitary condition of the buildings in which they are placed, and the means of adding them to the other two buildings should be provided at the earliest possible moment.

The construction of the central heating plant has not only provided a more equable and sanitary heat for the buildings with which it is connected, but it has reduced the danger from fire to a minimum and materially lowered the insurance rate. It has also greatly reduced the expense of caring for and heating these buildings. Two janitors now do the work that required three under the old system, and the cost of fuel is only one-half of what it was with the hot-air system.

The most pressing need of improvement now facing the

board is better and more enlarged facilities for the High School. The rapid growth of the school in the past few years has made an increase in the teaching force a necessity; but this can not be met with the present quarters, for every recitation room is now in use. Many of the classes are now entirely too large for the most effective work, and some classes are denied the pupils for want of teachers to take charge of them. This problem will have to be met in the immediate future.

Experience has demonstrated the fact that a more direct system of ventilation is needed in the buildings heated with hot water, and the board is now investigating the various systems in vogue. It is our intention at the earliest practicable moment to equip these buildings with the best and most sanitary system of ventilation to be found.

We are at present adding additional stairways and fire-escapes to those buildings that do not seem to be sufficiently equipped with them, so as to provide adequate means of egress in case of fire. All of the buildings have already been provided with fire-extinguishers, water, and hose. The board is exerting every effort to make all of the school buildings safe and sanitary, as well as adaptable to the best school work.

Manual Training

Six years ago a course in manual training was provided for the elementary schools, and a supervisor placed in charge of the work. One year later this was greatly enlarged by the addition of fully equipped shops to the Central School, William Street School, and Tipton Street School, where the boys of the grammar grades receive adequate instruction in bench-work.

At first this work was an experiment, but now it has fully demonstrated its right to a place in our school system. Its value to the boys is becoming more manifest as the years go by.

A line of work in sewing and domestic science has been provided for the girls of these grades, and a supervisor placed in charge. This work has also proved to be of great value to the girls, and it should be further augmented by the addition of laboratories where they can receive instruction in cooking and culinary arts in general.

The time is now ripe for the introduction of this work for

both boys and girls into the High School. The best schools of the country are rapidly doing so, and Huntington can not afford to be behind the best in this respect. This also calls for increased facilities and equipment in the High School.

The Teaching Force

It is the policy of the board to employ none but well educated and thoroughly trained teachers. We believe the qualifications of teachers, to whom is intrusted the training of our boys and girls for good and useful citizenship, can not be placed too high. For a number of years this standard has been maintained at graduation from a first-class normal school or college for the grades, and graduation from the best colleges with special training in their particular lines of work for the high school, or its equivalent.

This policy has resulted in bringing together a body of capable, earnest, devoted teachers which we confidently believe can not be excelled by any city in the land. This fact is being recognized by other and larger cities, for each year it is becoming more difficult to hold our teachers because larger cities are offering them higher salaries than we can afford to pay.

In the employment of teachers, the only consideration is qualification and peculiar fitness for the place. These being equal, a local candidate is always given preference over a foreign candidate; but, if the foreign candidate be in any material respect superior to the local candidate, we believe that our duty to our citizens and our children demands that we employ the better teacher, regardless of local influences.

City Free Library

One of the best monuments to the intelligence, culture, and refinement of our citizenship is our public library. We have one of the most beautiful, substantial, and commodious library buildings in the State; and it contains one of the largest, most carefully selected, and best organized collection of books and periodicals to be found in any city of the size in the entire country. Twice in the past few years has it received the signal honor of being selected by the State Librarian as one of the model libraries of the State.

We believe that the plan of having the library under the direct management of the Board of Education is a wise one. The board has always exercised great care to appoint none but the most intelligent, capable, and conscientious citizens to membership on its board of managers, and to this policy is largely attributable the enviable standard to which it has attained.

This plan makes the library a valuable adjunct to the city school system. Not the least important feature of it is its children's department, where is to be found one of the best collections of children's books in the country.

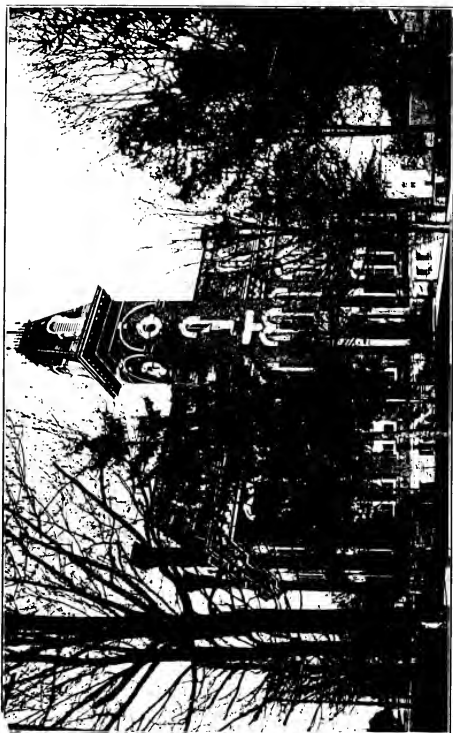
Financial Policy

While our citizens have always shown a broad liberality, and have cheerfully and uncomplainingly paid the taxes levied for the maintenance of our public schools, yet the members of the Board of Education feel that they should administer the affairs of the schools as economically as possible consistent with first-class work. This they have at all times striven to do.

The board believes that it is a bad policy to economize by reducing teachers' salaries, consequently they have not done this. On the contrary, they have steadily increased salaries, to keep pace with advancing salaries in other cities. Five years ago the average monthly salary of our city teachers was \$57.21; the average monthly salary for the year just closed was \$68.11, an increase of almost 20 per cent. over that of five years ago.

At the close of the schools in the Spring of 1904, the board was compelled to borrow \$17,906.37 to complete the expenditures of rounding out the year's work. This large deficit has been gradually decreased from year to year, until at the close of the schools the past year it was not only entirely eliminated but a comfortable balance was left in the treasury.

This has been accomplished, notwithstanding the great increase in teachers' salaries, and the addition of three more teachers to meet the growing needs of the schools. This result has been reached by economical and businesslike methods of expending the special school revenue. This fund has not only paid the indebtedness, but it has also paid the shortage in the tuition fund due to increased salaries of teachers, \$4,497.19 having been transferred from the special school fund to the tuition fund



CENTRAL WARD SCHOOL.

during the past year for that purpose. In addition to this, the special school fund within the past five years has paid \$4,000.00 of the bonded indebtedness on account of the construction of the Tipton Street School building, and paid the interest on all of the bonded indebtedness of the school corporation due to the construction of the Allen Street School, the Tipton Street School, and the Central Heating Plant.

We have created a sinking fund for the payment of bonds, in which we now have \$4,053.36. Before the close of the present year, we shall have paid off \$8,000.00 of additional bonds, thus saving the interest on this much of the indebtedness. There will then be but \$27,000.00 of bonded indebtedness against the school corporation, and provision has been made for taking up these bonds as fast as they fall due.

It affords us much pleasure to inform your honorable body that we have made a reduction of seven cents on the levy for school purposes for the coming year.

Respectfully submitted,

ISAAC E. FISHER, President.

SECRETARY'S REPORT

Office of the Board of Education,
Huntington, Indiana,

August 1, 1908.

To the Honorable Mayor and Common Council, Huntington, Ind.

Gentlemen: Thinking that it might be of interest to the members of your Honorable Body, as well as to the citizens generally, to know something of the routine duties and work of your Board of Education, I herewith submit a report covering those points. The president's report deals with the general features of the board's work, and with their ideals and aims; the treasurer's report, with the management of the finances; and so I shall confine the secretary's report to the ways and means of carrying out and executing their plans and purposes.

To the uninitiated, membership on the board of education may seem a sinecure, and that the duties of its members are merely perfunctory; that all they have to do is to meet a couple of times each month for a few minutes, pass upon a few bills and other minor details, and adjourn. To all such I will simply say that service on the board will very effectually dispel that illusion. There is no officer in the city administration whose duties are more responsible, or who is required to expend as much time and effort in proportion to the salary received. A competent, conscientious member of the board of education will expend many times as much time and energy as he will ever receive in the way of financial compensation.

Appointment of Members of Board

The board of education consists of three members, appointed by the common council of the city. One member is appointed each year to serve for a term of three years. This method insures that at least two members of the board shall have had at least one and two years experience respectively, and thus avoids the contingency of a wholly inexperienced board, unless both of the older members should simultaneously resign.

Organization of Board

Within five days after the first day of August of each year, the members of the board of education shall meet and organize by electing one of their number president, one secretary, and one treasurer. It is usually customary to rotate the offices, so that each member, during his term of three years, shall serve one year in each office. In most cities it is the custom to elect the new member to the office of secretary. This is not a wise custom. There is no more important position on the board of education than that of secretary, and a member should not be elected to this responsible place until he has had at least one year's experience on the board, and thus had an opportunity to learn something of the duties of the position. This year our board of education changed the traditional order of succession by electing the new member to the office of treasurer. This plan should be continued in the future.

Bonding of Members of Board

The law provides that the treasurer, before entering upon the duties of his office, shall execute a bond to the acceptance of the county auditor in a sum not less than double the amount of money which may come into his hands within any one year by virtue of his office. It also provides that the president and secretary shall each give a similar bond in a sum not less than one-third of the treasurer's bond. The bonds of the members of the board at present are as follows: treasurer, \$75,000.00; president, \$25,000.00; secretary, \$25,000.00.

Under the former law, these amounts were probably not excessive; but, under the new depository law, they are entirely too large, and should be materially reduced. Under this law, the members of the board at no time have direct charge of the funds. They receipt for the warrants issued by the county auditor covering the various distributions of funds, and must immediately deposit the same in the properly designated depositories. These warrants are not available for any purpose until so deposited. The depositories are under bond to the school board of finance in a sum not less than twenty-five per cent. greater than the maximum amount of the funds to be held on deposit at any one time.

The maximum amount of funds on hands at any one time in the past five years was the distribution in July of 1906, which amounted to \$34,664.92. Under the present system of bonding, to secure this sum the following bonds are required: treasurer, \$75,000.00; president, \$25,000.00; secretary, \$25,000.00; depositories, \$80,000.00; a total of \$205,000.00, or almost six times the amount of the sum protected. This is entirely too large, and should be greatly reduced. In addition to the bonds given by the depositories, bonds on the part of the board of education adequately covering the amount of funds on hand at any one time would be sufficient.

Meetings of the Board

The regular meetings of the board of education occur at the office of the secretary on the first and third Friday evenings of each calendar month. Besides these, many special or called meetings of the board are necessary to transact the business pertaining to the management of the schools. At these meetings, besides the regular routine business, all plans and proposals for the improvement and conduct of the schools are thoroughly discussed and worked out.

Care of Buildings and Equipment

It is one of the duties of the board of education to provide suitable and adequate buildings, and properly equip them for the use of the schools. If new buildings or additions are to be built, the members of the board must have personal charge of all the details of planning, constructing, furnishing, and providing means of payment for same. After completion, these buildings must be kept in repair, and the equipment replenished or rearranged as exigencies demand. All of this requires much time and effort on the part of the members of the board; and personal tours of inspection are periodically made in order to ascertain the demands and needs of the various schools.

Insurance of Buildings and Contents

The property of the schools must be adequately protected by insurance, so that in case of loss by fire, the fullest possible amount may be recovered for the loss; and yet this insurance

must not be placed higher than the amount that could be recovered in case of loss, else the funds would be wasted in the payment of unnecessary premiums. This insurance must be equitably placed among the various agents of responsible companies. This requires careful calculation, and the exercise of sound judgment on the part of the members of the board.

Appointing and Contracting With Teachers

The most important duty of a board of education is the securing of a competent corps of teachers. As compared with this, all other functions pale into insignificance; for this is vital to the highest success of the schools.

Every candidate for a position in the schools is very carefully and thoroughly investigated. No consideration whatever is allowed to weigh in the matter except that of competency and fitness for the particular place. While preference is always given to local candidates when they prove to be equally as well qualified as others, yet the board does not hesitate to appoint a foreign candidate when it appears that he is in any respect superior to the local candidate. The members of the board feel that they owe it to the patrons, as well as to the children, to secure the best teachers procurable for the schools, regardless of all other considerations.

The responsibility of investigating the qualifications of all candidates is placed upon the superintendent, as it is felt that, owing to his closer personal knowledge of the needs of the schools and his experience in measuring the characteristics and capabilities of teachers, he is the most competent judge of this matter. While the board of education reserves the right, for good and sufficient reasons, to reject any appointment made by the superintendent, yet it is not their policy to appoint any one over his protest. He is then held personally responsible for the fitness of each teacher.

To give you some idea of the care that is exercised in the investigation of candidates, I will give verbatim a few of the forms that are used. As a basis for the investigation, the candidate is first required to fill out and file with the superintendent the following form:

Form to Be Filled by Applicant

Huntington, Ind.,19....

.....

.....

.....

We have a vacancy in.....
and you have been suggested as a suitable candidate for the place. The salary
is dependent upon the academical and professional training, amount of success-
ful experience, and special fitness of the applicant for the place. If you wish
to be an applicant, please answer the following questions fully and definitely.

Very truly yours,

WILLIAM P. HART, Superintendent.

1. What Secondary Schools (high schools, academies, etc.) have you attended,
when, and how long at each? Of which are you a graduate, and when?
.....
2. What Colleges or Universities have you attended, when, and how long
at each? Of which are you a graduate, and when? What was your
major line of work?
.....
3. What Professional Schools (State normals, private normals, pedagogical
departments in colleges and universities, kindergarten or primary
training schools, etc.) have you attended, when, and how long at
each? Of which are you a graduate, and when?
.....
4. Where, when, and how long have you taught? In what grades or depart-
ments?
.....
5. Give names and postoffice addresses of a few competent persons who
know of your training, qualifications, and experience,
.....
6. What is the term of your most recent teacher's license? General average?
When and where was it issued?
.....
- What is your age?Height.....Weight.....State of health.....
Have you good eyesight?.....Hearing.....Any physical defects.....
What grades or subjects are you best fitted to teach?.....
10. Can you teach vocal music?..Drawing..Manual training..Domestic science
11. Are you married?.....Number in family.....
12. Give your permanent postoffice address.....
13. Give your temporary postoffice address.....Phone number.....
14. Send good photograph of yourself. Write additional remarks on reverse
side of this sheet.

The following form is then mailed to each of the references furnished by the candidate, and to others who may know of his training, qualifications, or experience:

Form to Be Filled by Reference

Huntington, Ind.,19....

I would be pleased to have you give me your estimate of the training, qualifications, experience and success of.....
You may insert X in the proper space, where practicable. Please be careful not to overlook a question, as all unanswered questions will be construed against the teacher. Awaiting your earliest convenience, and thanking you sincerely for the courtesy, I remain

Very truly yours,

WILLIAM P. HART, Superintendent.

1. Academical training: Excellent.....Good.....Fair.....Poor.....
2. Professional training: Excellent.....Good.....Fair.....Poor.....
3. Teaching power: Excellent.....Good.....Fair.....Poor.....
4. Disciplinary ability: Excellent.....Good.....Fair.....Poor.....
5. Knowledge of children: Excellent.....Good.....Fair.....Poor.....
6. Sympathetic interest in children: Excellent.....Good.....Fair.....Poor.....
7. Ability to interest children: Excellent.....Good.....Fair.....Poor.....
8. Self-reliance of pupils: Excellent.....Good.....Fair.....Poor.....
9. Confidence and respect of pupils: Excellent.....Good.....Fair.....Poor.....
10. Professional interest: Excellent.....Good.....Fair.....Poor.....
11. Adaptability: Excellent.....Good.....Fair.....Poor.....
12. Disposition: Excellent.....Good.....Fair.....Poor.....
13. Manner: Excellent.....Good.....Fair.....Poor.....
14. Personal appearance: Excellent.....Good.....Fair.....Poor.....
15. Judgment: Excellent.....Good.....Fair.....Poor.....
16. Tactfulness: Excellent.....Good.....Fair.....Poor.....
17. Moral character and conduct: Excellent.....Good.....Fair.....Poor.....
18. Social qualities: Excellent.....Good.....Fair.....Poor.....
19. Associations: Excellent.....Good.....Fair.....Poor.....
20. Co-operative spirit: Excellent.....Good.....Fair.....Poor.....
21. Loyalty to authority: Excellent.....Good.....Fair.....Poor.....
22. Popularity with patrons: Excellent.....Good.....Fair.....Poor.....
23. Popularity with associates: Excellent.....Good.....Fair.....Poor.....
24. Popularity with pupils: Excellent.....Good.....Fair.....Poor.....
25. For what particular grade of work, or for the teaching of what subjects is the teacher best fitted?.....
26. Does the teacher possess any peculiarities of speech or conduct, or physical deficiencies, calculated to interfere with successful work?.....
what?.....

27. Taking all essential characteristics into consideration, in which of the following classes would you place the teacher? Superior.....Excellent.....Good.....Fair.....Failure.....

28.

29. Additional remarks:.....

The above form is so arranged as to reduce to a minimum the time and effort of the one requested to fill it out. An addressed stamped envelope for return accompanies it.

In addition to this investigation, a personal interview is had with the candidate, when possible, to determine the question of personality. If the candidate be teaching at the time of the investigation, the superintendent visits the school, if practicable, and observes him while teaching.

When a teacher is appointed to a position in the schools, the board enters into the following contract with him:

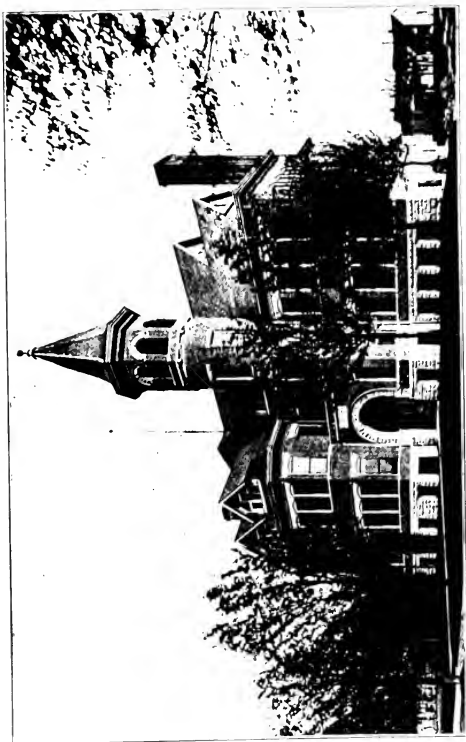
Teacher's Contract

THIS AGREEMENT, Made and entered into by and between the SCHOOL CITY OF HUNTINGTON, in Huntington County, and State of Indiana, by President; Secretary; Treasurer, Board of School Trustees of said Corporation, Party of the First Part, and..... a legally qualified teacher of said County, Party of the Second Part.

WITNESSETH, That said Party of the Second Part hereby agrees to teach in the Public Schools of said Corporation..... or such other grades or subjects as the said Party of the First Part, or their Agent, the Superintendent of the said Public Schools, may direct, in..... School Building during the school year of nine months, beginning on the..... day of..... A. D., 19...., for the salary of..... Dollars per month, to be paid monthly at the close of each school month.

It is hereby expressly agreed by and between the Parties hereto that the said Public Schools shall be dismissed on the following days, and that there shall be no compensation due the said Party of the Second Part for the said days upon which the schools are so dismissed, viz.: Friday of the week of the Huntington County Fair; Thursday and Friday of Thanksgiving week; and the two weeks during which Christmas Day and New Year Day occur.

Said Party of the Second Part further agrees, faithfully, zealously, and impartially to perform all the duties to which he may be assigned, using only such text-books as are prescribed by the said Party of the First Part or their said Agent; to keep accurately and to use properly all registers and blanks prescribed by the said Party of the First Part or their said Agent; to make all proper reports required by said Party of the First Part, their said Agent, or the School Law; to exercise due diligence in the preservation of the school buildings, grounds, furniture, books, maps, globes and other school property committed to the care of the said Party of the Second Part, and



WILLIAM STREET SCHOOL.

to turn the same over to the said Party of the First Part or their said Agent at the close of the said Public Schools in as good condition as when received by the said Party of the Second Part, damage and wear by use excepted; to conform to all the rules and regulations of the said Party of the First Part or their said Agent, and to enforce them among the pupils.

Said Party of the First Part agrees to keep the school buildings in good repair, and to furnish the necessary fuel, furniture, books, maps, globes, blanks, and such other apparatus and appliances as may be necessary for the successful teaching of the branches or the proper management of the said Public Schools.

Said Party of the First Part further agrees to pay said Party of the Second Part for services in the position to which he may be assigned said salary as above agreed upon.

PROVIDED, That in case said Party of the Second Part shall be discharged from said Public Schools by said Party of the First Part for incompetency, cruelty, gross immorality, neglect of business, or a violation of any of the stipulations of this Contract, or in case the license of the said Party of the Second Part shall be annulled by the County Superintendent, or by the State Superintendent, said Party of the Second Part shall not be entitled to any compensation after notice of said dismissal or annulment of said license.

PROVIDED FURTHER, That said Party of the Second Part shall have a duplicate of this contract.

IN WITNESS WHEREOF, We have hereunto subscribed our names
and affixed our Corporate Seal this.....day of

....., A. D. 19....

(Seal)	President	} BOARD OF SCHOOL TRUSTEES
	.....	Secretary
	.....	Treasurer

.....Teacher

Witness:....., Superintendent.

The above form of Teacher's Contract is hereby approved as being in accordance with the provisions of House Bill No. 139, of the Acts of 1899.

Fassett A. Cotton, Superintendent of Public Instruction.

Dated at Indianapolis, Indiana, this 2nd day of April, A. D., 1907.

Appointment of Janitors

Another important duty of the board of education is to secure and appoint competent janitors to take charge of the several buildings. In this great care must be exercised to get none but capable, conscientious men, who will guard and care for the school premises and property with unremitting watchfulness, and who will be economical in the use of fuel and supplies, else heavy losses would accrue through their carelessness and wastefulness. We have been exceptionally fortunate in having an excellent force of janitors. With very few exceptions, they have been competent, conscientious men who have been faithful and untiring in the performance of their duties.

Purchasing Fuel

The expense of heating is no small item in any system of schools. The board has made a careful and exhaustive study of the best and most economical systems of heating, and also the most suitable and least expensive fuel to use. These investigations have resulted in a great saving of expense in this respect. By placing the contracts at the most opportune time, and upon competitive bids, they have been able to procure the necessary fuel at the very lowest prices.

Purchasing Supplies

Perhaps in no department of the work is there such an opportunity for saving of expense as in the matter of purchasing supplies. By making careful estimates of supplies needed for the year, and purchasing in large quantities upon competitive bids, a great reduction in cost has resulted. In many instances this reduction has been more than one-half of the cost before this system was inaugurated.

Visiting the Schools

In order that the members of the board of education may know that the schools are moving along properly, it is necessary that they visit them frequently. They must visit the rooms to see how the teachers are performing, and to ascertain whether or not the rooms are properly heated, lighted, ventilated, and kept in a cleanly and sanitary condition. They must visit the basements to see if the furnaces are properly handled and cared for, and to see if the closets are clean and sanitary. They must look over the grounds to ascertain whether or not they are properly cared for and kept free of all rubbish. This consumes a vast amount of time, but it is the only way in which the board can ascertain at first hand whether or not every employee is faithfully performing his duty.

Care of Indigent Children

In every city and community there are unfortunate families who, through force of circumstances are unable to procure the necessary books or suitable clothing for their children. It may be a widow left in destitute circumstances with a family of small

children to support; or the father, through illness or accident, may be incapable of earning a livelihood, and himself become a dependent upon his worse than widowed wife from a financial standpoint. Books and clothing must be provided for such children; and this is all the more obligatory upon the part of the board of education because of the fact that the compulsory education law requires them to be kept regularly in school.

If the duties of the board in this phase of their work ended with simply providing destitute families with these necessities when their attention was called to them, they would not be so burdensome. They must, however, inquire carefully into each case, in order to satisfy themselves that it is one deserving of assistance; for, if they do not do this, they will often be imposed upon by designing people who seem to think that the state owes them a living. There is an ethical principle involved in this work that must not be lost sight of. An indiscriminate dispensing of alms to people, simply because they ask for them, is productive of more harm than good. It fosters a spirit of gross paternalism, which leads to indolence, idleness, vagabondism, and vice.

That our board of education is not negligent in exercising this wise discrimination is evidenced by the fact that the amount expended by the county for our city in assisting indigent families is far below the average of other cities of its class, notwithstanding that not a single deserving case is allowed to go unassisted.

Complaints and Petitions

One source of draft upon the time of the members of the board of education, as well as no little vexation and trouble, are complaints and petitions from persons having real or imaginary grievances to air. While many of these are frivolous and ridiculous in the extreme, yet the board must listen patiently and inquire closely into them in order that no just complaints may pass by unnoticed.

Commencements and Oratorical Contests

Two high school commencements, for the senior classes graduating in January and May respectively, are held each year.

There are also two oratorical contests by the junior classes, one at the middle of each semi-annual term. In connection with each commencement there is also a baccalaureate sermon, delivered on the Sunday evening preceding the commencement exercises.

The board must provide ways and means of holding these exercises, and be responsible for expenses incurred thereby. They must procure, execute, and deliver diplomas to the graduates, and secure speakers for commencements. They must furnish music and printing for both commencements and oratorical contests, and provide a place of meeting for all exercises.

Until recently all of these meetings were held in High School Hall, which saved the expense of hall-rent. When so held the door receipts were just about enough to cover the expenses, notwithstanding that half of the tickets were given out as complimentary.

For a number of years there has been a growing sentiment among our citizens against holding these exercises on a third floor, on account of the danger of a panic in case of an alarm of fire. This feeling has grown stronger from year to year, in spite of the fact that the danger of fire has been immeasurably lessened by the installation of the new central heating plant, which removed all fire from the building. Finally, owing to this growing sentiment, and also to a more rigid enforcement of state regulations in regard to exits from third floors where large audiences are assembled, the board of education decided to abandon the hall until more adequate exits could be provided, and to hold the exercises at some other place.

This arrangement having considerably increased the expenses, it was deemed advisable to discontinue the long and growing list of complimentarys, limiting them to the members of the class and to the press. Whether this will meet the added expense remains to be demonstrated.

Attendance Upon County and State Meetings

The president of the board of education is *ex officio* a member of the county board of education, and in that capacity attends its meetings and participates in its deliberations and business. As a member of the county board of education, he possesses all the rights and privileges of other members except that of voting in

the election of a county superintendent of schools, which right is exercised by the township trustees alone.

Our board of education has been an active member of the State Association of Town and City School Boards almost from its organization, and has usually had a member in attendance at its annual meetings. It has been signally honored in the official positions of that body. Dr. William C. Chafee served as treasurer; and the present secretary of the board has served as secretary, and last year acted as president of the association, and was re-elected as president for the coming year.

Records and Reports

The board of education is required to keep a full and accurate record of its proceedings, and a correct and complete record of all its receipts and expenditures, which records are open to the inspection of the public at all times.

The board is required to make official reports, both financial and statistical, at stated times, to the county superintendent of schools, the county commissioners, and the state truancy board when called upon to do so. Besides these official reports, the board is also called upon to make reports to the state superintendent of public instruction, and to the U. S. commissioner of education.

Miscellaneous Duties

Besides the duties enumerated above, the board is called upon to meet and perform hundreds of other regular and accidental services too numerous to mention, such as taking the enumeration of school children, issuing bonds for the erection or improvement of school buildings and providing for their payment, the adoption and enforcement of rules and regulations for the management of the schools, rules and regulations in regard to contagious diseases, etc.

Conclusion

As I said in the outset, no one can fully realize or appreciate the multifarious and multitudinous duties of a faithful member of a board of education until he has served in that capacity. If he is impelled to the service by the hope of financial reward,

he will be woefully disappointed. But there is ample recompense in the opportunity it affords for the performance of eminent service for the good of the community, which is after all the richest reward that any one can reap for duty well done. He who fails to appreciate to the fullest the honor and dignity that has been conferred upon him by being called to such a responsible position, is unworthy of the place.

Respectfully submitted,

ALONZO D. MOHLER, Secretary.

TREASURER'S REPORT

Office of the Board of Education,
Huntington, Indiana.

August 1, 1908.

To the Honorable Mayor and Common Council, Huntington, Ind.

Gentlemen: As Treasurer of the Board of Education, I submit to your Honorable Body the following financial report, covering the five years ending July 31, 1908:

REPORT FOR THE YEAR ENDING JULY 31, 1904

TUITION FUND

Receipts

Balance on hand July 31, 1903.....	\$11,633 10
Amount received in January, 1904.....	\$11,333 86
Amount received in July, 1904.....	16,581 83
Miscellaneous receipts.....	424 92
	<hr/>
Receipts for the year.....	28,340 61
Amount borrowed.....	6,990 87
	<hr/>
Total receipts..	\$46,964 08

Expenditures

Amount paid for salaries of teachers.....	\$30,382 25
Amount of borrowed money repaid.....	6,990 37
	<hr/>
Total expenditures.....	37,372 62
	<hr/>
Balance on hand July 31, 1904.....	\$ 9,591 46

SPECIAL SCHOOL FUND

Receipts

Balance on hand July 31, 1903.....	\$ 7,666 74
Amount received in January, 1904.....	\$ 6,261 59
Amount received in July, 1904.....	8,977 84
Miscellaneous receipts.....	14 20
	<hr/>
Receipts for the Year.....	15,253 63

Huntington City Public Schools

Cash received from sale of heating plant bonds....	16,000 00
Amount borrowed.....	10,916 00
Total receipts.....	<u>\$49,836 37</u>

Expenditures

Amount paid for permanent improvements.....	\$16,698 90
Amount paid for current expenses.....	17,436 67
Amount of borrowed money repaid.....	10,916 00
Total expenditures.....	<u>45,050 47</u>
Balance on hand July 31, 1904.....	<u>\$ 4,785 90</u>

REPORT FOR THE YEAR ENDING JULY 31, 1905**TUITION FUND****Receipts**

Balance on hand July 31, 1904.....	\$ 9,591 46
Amount received in January, 1905.....	\$13,692 11
Amount received in July, 1905.....	18,578 04
Miscellaneous receipts.....	<u>654 73</u>
Receipts for the year.....	32,924 88
Amount borrowed.....	<u>8,656 03</u>
Total receipts.....	<u>\$51,172 37</u>

Expenditures

Amount paid for salaries of teachers.....	\$32,594 33
Amount of borrowed money repaid.....	<u>8,656 03</u>
Total expenditures.....	<u>\$41,250 36</u>
Balance on hand July 31, 1905.....	<u>\$ 9,922 01</u>

SPECIAL SCHOOL FUND**Receipts**

Balance on hand July 31, 1904.....	\$ 4,785 90
Amount received in January, 1905.....	\$ 6,503 77
Amount received in July, 1905.....	11,207 06
Miscellaneous receipts.....	<u>706 13</u>
Receipts for the year.....	18,416 96
Amount borrowed.....	<u>2,193 40</u>
Total receipts.....	<u>\$25,396 26</u>



TIPTON STREET SCHOOL

Treasurer's Report

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Expenditures

Amount paid for permanent improvements.....	3,948 40
Amount paid for current expenses.....	18,320 86
Amount of borrowed money repaid.....	2,193 40
	<hr/>
Total expenditures.....	24,462 66
	<hr/>
Balance on hand July 31, 1905.....	\$ 933 60

REPORT FOR THE YEAR ENDING JULY 31, 1906**TUITION FUND****Receipts**

Balance on hand July 31, 1905.....	\$ 9,922 01
Amount received in January, 1906.....	\$19,090 62
Amount received in July, 1906.....	19,544 13
Miscellaneous receipts.....	769 34
	<hr/>
Receipts for the year.....	39,404 09
Amount borrowed.....	4,010 19
	<hr/>
Total receipts.....	\$53,336 29

Expenditures

Amount paid for salaries of teachers.....	\$33,792 16
Amount of borrowed money repaid.....	4,010 19
	<hr/>
Total expenditures.....	\$37,802 35
	<hr/>
Balance on hand July 31, 1906.....	\$15,533 94

SPECIAL SCHOOL FUND**Receipts**

Balance on hand July 31, 1905.....	\$ 933 60
Amount received in January, 1906.....	\$10,213 78
Amount received in July, 1906.....	13,454 77
Miscellaneous receipts.....	493 89
	<hr/>
Receipts for the year.....	24,162 44
Amount borrowed.....	3,435 20
	<hr/>
Total receipts.....	\$28,531 24

Expenditures

Amount paid for permanent improvements.....	\$ 2,550 10
Amount paid for current expenses.....	17,457 35
Amount of borrowed money repaid.....	3,435 20
	<hr/>
Total expenditures.....	23,442 65
	<hr/>
Balance on hand July 31, 1906.....	\$ 5,088 59

REPORT FOR THE YEAR ENDING JULY 31, 1907**TUITION FUND****Receipts**

Balance on hand July 31, 1906.....	\$15,533 94
Amount received in January, 1907.....	\$15,443 17
Amount received in July, 1907.....	18,116 00
Miscellaneous receipts.....	1,002 28
	<hr/>
Receipts for the year.....	34,561 45
Amount borrowed.....	2,406 77
	<hr/>
Total receipts.....	\$52,502 16

Expenditures

Amount paid for salaries of teachers.....	\$34,386 16
Amount of borrowed money repaid.....	2,406 77
	<hr/>
Total expenditures.....	36,792 93
	<hr/>
Balance on hand July 31, 1907.....	\$15,709 23

SPECIAL SCHOOL FUND**Receipts**

Balance on hand July 31, 1906.....	\$ 5,088 59
Amount received in January, 1907.....	\$ 9,928 67
Amount received in July, 1907.....	13,828 86
Miscellaneous receipts.....	146 44
	<hr/>
Receipts for the year.....	23,903 97
Amount borrowed.....	2,169 91
	<hr/>
Total receipts.....	\$31,162 47

Treasurer's Report

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Expenditures

Amount paid for permanent improvements.....	\$ 1,500 00
Amount paid for current expenses.....	16,724 49
Amount of borrowed money repaid.....	2,169 91
	<hr/>
Total expenditures.....	20,394 40
	<hr/>
Balance on hand July 31, 1907.....	\$10,768 07

REPORT FOR THE YEAR ENDING JULY 31, 1908**TUITION FUND****Receipts**

Balance on hand July 31, 1907.....	\$15,709 23
Amount received in January, 1908.....	\$14,843 95
Amount received in July, 1908.....	18,592 65
Interest on Tuition Fund.....	38 69
Miscellaneous receipts.....	231 23
	<hr/>
Receipts for the year.....	33,706 52
Amount transferred from Special School Fund....	4,497 19
	<hr/>
Total receipts.....	\$53,912 94

Expenditures

Amount paid for salaries of teachers.....	35,089 06
	<hr/>
Balance on hand July 31, 1908.....	\$18,823 88

SPECIAL SCHOOL FUND**Receipts**

Balance on hand July 31, 1907.....	\$10,768 07
Amount received in January, 1908.....	\$10,850 06
Amount received in July, 1908.....	12,666 52
Interest on Special School Fund.....	66 12
Miscellaneous receipts.....	170 91
	<hr/>
Receipts for the year.....	23,753 61
Sinking fund for the payment of bonds.....	4,053 36
	<hr/>
Total receipts.....	\$38,575 04

Expenditures

Amount paid for permanent improvements.....	\$ 1,000 00
Amount paid for current expenses.....	17,355 47
Amount transferred to Tuition Fund.....	4,497 19
	<hr/>
Total expenditures.....	22,852 66
	<hr/>
Balance on hand July 31, 1908.....	\$15,722 38

REPORT OF LIBRARY FUND

The following are the amounts received from the County Treasurer on account of the City Free Library at the various apportionments of funds for the five years ending July 31, 1908:

January, 1904.....	\$ 1,088 98
July, 1904.....	1,814 01
January, 1905.....	1,323 75
July, 1905.....	2,680 12
January, 1906.....	2,458 58
July, 1906.....	1,666 02
January, 1907.....	1,190 58
July, 1907.....	1,763 16
January, 1908.....	1,374 53
July, 1908.....	1,514 87
	<hr/>
Total receipts.....	\$16,874 10

All of the above amounts were immediately paid to the Treasurer of the Library Board of the City Free Library.

In accordance with the provisions of the statutes, the vouchers representing the foregoing amounts are on file in the office of the Auditor of Huntington County.

Respectfully submitted,

JOHN R. EMLEY, Treasurer.

SUPERINTENDENT'S REPORT

Office of the Superintendent of Public Schools,
Huntington, Indiana,

August 1, 1908.

To the Honorable Board of Education, Huntington, Indiana.

Gentlemen: I herewith submit for your consideration the following report of the Huntington City Public Schools for the five years ending July 31, 1908:

When I assumed charge of your city public schools five years ago, I did so with much fear and trepidation. Long before I had ever thought of being called to the position, I had often heard of their high standing and reputation for excellence of work. They had long ranked among the very best, not only in this State, but throughout the entire country. I had not been long on the ground until I discovered that their true character was fully equal to their reputation. I found here one of the best organized systems of schools, and by far the best corps of trained, competent, earnest, devoted teachers that I have ever seen.

I recognized that I had no easy task before me. If I was to keep them up to that high standard, I must throw my whole self, body and spirit, into the work, and bring to bear on the problem all that was best in me, all the knowledge and strength that I had acquired through a long series of years of experience in supervising public schools. I can truthfully say that I have faithfully carried out that resolution. As to how well I have succeeded in accomplishing the desired result, the schools alone must speak.

Quinquennial Reports

Before I assumed charge of the schools, it had been customary to publish a printed report of the schools each year. During my first year's service I advised the Board of Education to discontinue this custom, and to issue a printed report once every five years. I demonstrated to the Board that it would not

only result in a great saving of unnecessary expense, but that it would enable them to publish a much better, fuller, and attractive report, one that would reflect credit upon the schools and be a truer exponent of their real condition and worth.

To issue a report annually would be to reprint to a large extent what had been printed the year before. This is particularly true of the course of study. While the course of study is necessarily constantly metamorphosing, yet the changes from year to year are so slight as to be scarcely noticeable. The necessary changes in the course can be easily given to the teachers by means of the typewriter and mimeograph, which has been done whenever any material change has taken place. These changes are also disseminated and fully discussed and explained at the grade section meetings of the teachers. Thus every fifth year is often enough to publish a complete printed course of study.

The plan of arranging the statistical matter in tables covering a series of consecutive years, gives a comparative view of the work and progress of the schools that can not be shown in annual reports.

Some of the best schools in the country are adopting this plan. The last published report of the Fort Wayne Public Schools covers a period of six years; and the report prior to that covered a period of five years. The last two published reports of the Richmond Public Schools covered a period of five years each. Of the hundreds of reports of public schools that I have examined, not only of cities in this State but of other States all over the country from the Atlantic to the Pacific, the reports of these two cities are easily among the very best.

The Board of Education acted upon my advice, and so this is my first published report.

Evolution of a School System

The people are so accustomed to schools as they find them that few ever take the time or trouble to inquire into their origin and development. Many of the most pressing questions of to-day can not be clearly apprehended except through a knowledge of the origin, growth, and development of the public school idea. The lack of such knowledge makes much of the current discussion of school questions less profitable than it otherwise would be.

The education of the child was primarily a parental duty, and the earliest schools were doubtless conducted in the home. At first the children of a single family were taught by some member of the family, most probably the father. Later, as civilization ameliorated her condition, much of this was assumed by the mother. In wealthier families this was delegated to some one hired for that purpose. The economic law of division of labor made it advantageous for parents to combine and employ others, who were doubtless more competent than themselves, to educate their children, while they pursued their own several vocations. Thus originated the private or pay school. It was found, however, that if it were left to the initiative of parents to educate their children, many neglected it; hence, society, acting in its organized capacity, for its own protection as well as for the protection of the children, stepped in and organized the public school. By this means the cost of education was greatly reduced, and its extent correspondingly increased. But these earlier public schools were not always free schools, and many parents refused to pay their share of the cost, and thus their children were deprived of the privilege of securing an education in them. The next step, therefore, was to make the public schools entirely free.

But even after the public schools had been made free to all, many parents still neglected to see that their children attended them. It became necessary, therefore, to make education compulsory; and so the latest step in making education free and universal is our present compulsory education law, by which parents are compelled to keep all children between the ages of seven and fourteen years, inclusive, regularly in school. When this priceless privilege of securing an education for their children has been made so free and universal, it seems scarcely credible that it is necessary for the legislature to make a law compelling parents to take advantage of it. If those parents who neglect or refuse to send their children regularly to school were deprived for a few years of the privilege of educating their children at public expense, they would quickly learn what a great boon they are wantonly thrusting aside.

Origin of the Board of Education

The assumption by the state of the duty of educating children

made it necessary to put some one in charge of that work. These school officers were at first generally elective, representing the community, whether district, township, city, or village, that constituted the political division required by law to build and maintain a school. The powers possessed by these early school officers were almost unlimited. True, they could not locate school sites, or build school houses, or do a great many other things involving an expenditure of money, without previous vote of the electors; but, in organization, management, courses of study, selection of teachers, conditioning their employment, and scores of other lesser matters, the will of the board was absolute. Under these conditions boards were held in check only by a decent regard for the good of the children, and a decent regard also for the will of the electors.

In the hundred years and more that have elapsed since state-supported schools had their beginning in this country, various changes of one kind and another have been introduced. These changes have affected every aspect of school maintenance from pupils to school boards. Sometimes these changes have come through legislative action, oftener through the deliberate action of boards of education themselves. In respect to numbers, mode of selection, term of office, and general powers, such as apportioning moneys, employment of officers and the like, the state has assumed authority from the start. In respect to licensing teachers, fixing tenure, determining courses of study, selecting textbooks, and many other matters of a similar nature, state authority has been steadily encroaching upon local authority. This encroachment by the state is perhaps the most significant fact in connection with the development of school systems in the United States. The principle involved is that of centralization of authority. In France and Germany, and in fact in most European states, the schools are controlled in almost all respects by governmental authority emanating from above. The minister of education is usually a cabinet officer, whose powers extend through the whole system, even to the minutest detail. The American school system, on the other hand, originated in the small school district; but it has been steadily developing toward the European standard of centralized authority. How far it will go in that direction, no one can now predict—never, probably, to the extent



STATE STREET SCHOOL.

of absolute state control, as in the European countries mentioned. The one thing to be noted, however, is that the swing of the pendulum, whatever its temporary vibrations, has steadily advanced towards state centralization.

Returning now to the evolution of school boards, we may observe in the country at large the following marked tendencies: first, a tendency towards removing boards of education as far as possible from partisan control; second, a tendency to conduct school affairs as private affairs are conducted, that is, on business principles; third, which results from the foregoing, the appointment of responsible heads who are given greater authority than formerly. The aim of this latter tendency is to secure greater personal responsibility, and thereby greater promptness of action and consequent efficiency.

It is not my purpose at this time to discuss the *pros* and *cons* of the above tendencies. I have mentioned them only to show that what appears to be so simple a matter as the best mode of organizing a school board and of administering its functions, is still an unsettled problem after a century or more of experiment. One may fairly infer, therefore, that the problems of education are not only various and important, but that their immediate and permanent solution can scarcely be made off hand, as not a few seem to think.

As to the organization of the board of education, when we come to compare the Indiana system with that of other States, we can not help being impressed with the soundness of the former. The few members constituting them, there being but three in each city and town, with the one exception of the city of Indianapolis, which has five; and their manner of selection, they being appointed by the common council in cities and by the town trustees in towns, except in the case of Indianapolis, where they are elected at a special election for that purpose, divorce them as far as possible from partisan control, and insure the selection of worthy and competent men.

The most serious defect that I see in the Indiana system is the tendency to rotate men in these responsible positions. There seems to be a general belief that these places should be passed around among the faithful and deserving. This custom inevitably often places men in these important positions of trust whom

it were well to rotate out of office; but, when a competent man is secured, one who is willing, in spite of the small remuneration, to devote a vast amount of his time and energy to his duties, and who is devoted to the best interests of the schools and unswerving in his fidelity to the right, it is poor economy indeed to rotate him out of office. Such a man is far more valuable during his second term than during his first. A member of a board of education must serve one term in order to acquaint himself with the details of the various offices; it is only in the subsequent terms that he reaches his highest efficiency. Such men are not so plentiful that they can be picked up every day. It is a healthy indication that quite a number of Indiana cities are beginning to recognize the value of this principle.

Origin of the Superintendent

I have said that in the evolution of school systems the beginning of education was in the home; that the parent was the natural teacher of the offspring; that owing, however, to the inability of most parents to give the necessary amount of time to the education of their children, but owing more especially to the advantages to be derived from division of labor, the school had its origin. Starting with the single school taught by one teacher, we find that as the school grew in size one teacher found it impossible to do all the work unaided; hence, again a subdivision of labor, one teacher taking part of the children and another the remainder. The older children were naturally placed in charge of a teacher better fitted to teach them, and the balance in charge of another better fitted to teach the younger children. Here we have for the first time the notion of a graded school. As the number of children and teachers increased, the details of supervision increased until one teacher was assigned to the general charge for a part of the time and required to teach another part of the time; hence, the origin of the principal, who is nothing more nor less than a teacher with the added function of supervisor. As the number of schools increased, one person was selected to give a part of his time to general supervision and the remainder to the principalship of a school; hence, emerges the supervising principal. With further increase in number of schools, and the consequent increase in general duties, the super-

intendent of schools is evolved as a separate and distinct part of the educational system. With still further increase in number of schools, the superintendent can not find time to attend to all the details of administration, and assistants are given him. These assistants have been variously designated as assistant superintendents or supervisors. The name does not matter; their origin and functions are largely identical.

It should be further noticed that along with this specialization due to numbers, there has been also a specialization due to difference of functions. Thus, when music, for instance, was added to the curriculum, some one specially qualified was assigned to teach and supervise it; so again, when drawing and art, manual training, and domestic science were added.

It will be observed that the same general law of evolution runs through the whole history of the rise and development of school systems, viz.: a continuous differentiation of form and function—of form, as it relates to numbers and classification of pupils; of function, as it relates to the division of labor among teachers, principals, superintendents, assistant superintendents, or supervisors.

Attention is again called to the unity of the whole process. The teacher of the small group of children taken from the parents' care combined in himself the function of teacher, principal, and superintendent. The other school officials just named severally emerged in the evolutionary process in the order above named.

It will be further observed that the functions or duties of each class of persons mentioned above may be roughly grouped under two heads, viz.: those of teaching and those of supervising; and that at no stage of development can these classes of duties be wholly separated. The teacher of a single class is both a teacher and a supervisor; *i. e.*, he teaches the children, and supervises their work. The principal of a school is also both a teacher and a supervisor; *i. e.*, he teaches more or less, and supervises the work of those under him. The superintendent is also both a teacher and a supervisor; *i. e.*, he teaches and supervises, to a greater or less extent, the principals and teachers under his charge. The assistant superintendent or supervisor, it may be inferred, is also a teacher, as well as a supervisor; his duties are

identical in kind with those of the superintendent. The same reasons that justify the employment of a principal or superintendent justify the employment of supervisors. By keeping in mind these fundamental principles, much confusion in thinking may be avoided.

Relation of the Several Parts in a School System

Since the work of each party in an educational system touches and connects with the work of all others above and below, it is obvious that friction may ensue unless the greatest care be observed to insure as distinct a separation as possible of the powers and duties of the several members. There is, in the first instance, a danger of the teacher trespassing upon or usurping the duties of the parent; next, of the principal trespassing upon or usurping the duties of the teacher; again, of the superintendent, his assistants, or the supervisors trespassing upon or usurping the rights and prerogatives of the principals and teachers. To regulate these matters and to reduce to a minimum the possibilities of friction, the duties, rights, and prerogatives of each school officer and teacher should be carefully set off, and their limitations, so far as practicable, described by rules; but it will be found to be impossible to delimit by hard and fast rules the separate fields of activity of each class of school employees. When all is done in this direction that can be done, there will remain an unmarked boundary which courtesy and common sense must discover and respect.

Our present stage of development is that of seeking to find the proper adjustment of relations between supervisor, principal, and teacher on the one hand, and the supervisor and superintendent on the other. That some friction will be encountered must be expected. School boards formerly were much occupied in establishing the relations of teachers to parents; later, of teachers to principals, supervisors, and superintendent. In the settlement of both of these sets of relations much friction was encountered for many years. The court records of most States are full of decisions affecting the rights and duties of parents and teachers. Still later, boards of education were engaged in establishing the relations of principals to supervisors and superintendent. In this even greater friction was encountered. It

took years of discussion before the relations of superintendent to supervisors, principals, and teachers on the one hand, and to school boards on the other, were fairly set off and fixed by rules. It will doubtless be many years yet to come before they are completely marked off and duly recognized. To discover and fix the appropriate relations between the parts of any complex organization, such as a school system, two conditions are necessary, viz.: patience and investigation.

The principles of evolution as illustrated in a school system find their counterpart in the evolution of any great business enterprise, as in a great banking institution or a railroad system. They also find their analogy in the changes that have been brought about in the professions, as in the practice of law and medicine. The same general law of subdivision of labor will be found to have operated in every department of human activity.

Progress in the Face of Opposition

At no time in the history of mankind has the world been free from those who see danger, if not disaster, as the result of the next forward step. Whether it be the extension of a railroad line, increasing the capital stock of a bank, or the taking on of a new department by a mercantile house, there are those who take a pessimistic view of the outcome and who predict failure. So of a school system. The records of school district meetings of a century ago will show that eloquent and impassioned speeches were made to point out the dangers and disadvantages of placing a person in charge of a school as its principal. Later it will be found that even still more impassioned speeches were uttered, and still more direful evils predicted, as the outcome of appointing a superintendent to usurp the duties and prerogatives of principals and school boards. We are now in the "supervisor stage," and must not be confused or misled any more than were the generations of men in similar positions that have preceded us.

Is it likely that our banking system will ever go back to the methods of administration in vogue a half-century, or even a quarter-century ago? Is it likely that our postal system will abandon the methods by which its marvelous growth and success have been achieved, and abolish the money order department,

the city free delivery, the rural free delivery, etc.? No more is it to be expected that the administrative methods of city public school systems practiced twenty-five years ago will ever return. Civilization advances; it never recedes. What seems at times to the timid and shortsighted as retrogression is not so.

No important step forward in human affairs has ever been taken except through discussion, divided opinion, and often the most strenuous opposition. I have sometimes thought that the most reliable measure of the actual value of a proposed reform is the strength and vigor of the opposition it excites. For the truth of this statement I need only refer you to the history of every public improvement urged or contemplated, looking towards the betterment of our city during the last twenty-five years or more. Street improvements and sidewalks, water supply, city lighting, interurban franchise, public buildings, and all other proposed undertakings, great and small, each excited, as might have been expected, much discussion for and against; but the end was progress.

There is no municipal problem of greater importance than the administration of a school system in order to secure its highest efficiency. Never before in the history of the schools of this country, especially in cities, was there such keen interest manifested as now. That we have not strayed far from the best accepted standards of school administration may be easily discovered by investigation and comparison. We all desire that the school system of Huntington shall occupy a first place among the schools of the country, but this can never come by standing still. If to move forward means effort, or misunderstanding, or opposition, we must expect it, and be glad to receive it; for it is only through honest and intelligent discussion that truth emerges and civilization advances.

What Has Been Accomplished

A careful survey of what has been accomplished during the past few years confirms the belief that great progress has been made, not only in the administration of our schools but in their general effectiveness as well. These have been years of exceptional interest in educational matters, not only on the part of those directly engaged in the management and conduct of the

schools, but on the part of the public in general. Not a few things have occurred to focus the attention of thinking people as never before upon the condition and needs of our schools. The newspapers have been good enough to give educational matters more attention than usual, so that the public at large has been kept in touch with what has been attempted and done by the board of education toward improving the efficiency of our schools, both as to equipment and teaching force. Although criticism has not always been favorable to the plans and methods proposed, yet no exception should be taken to this; for such criticism is evidence of an earnest desire to improve the schools. Adverse criticism is far better than no criticism at all; for nothing could be more deleterious to the progress of the schools than the indifference of the people. Differences of opinion exist in every other department of human activity; why then should we not expect differences of opinion to exist in regard to educational matters? Concerning educational affairs most persons have some knowledge, and all have a greater or less degree of interest. So far from being averse to public criticism, whether favorable or unfavorable, we should welcome it. It is only by the most searching and exhaustive inquiry that we may ever hope to ascertain what is best for the schools.

It is well at times to take our educational bearings, for the purpose of ascertaining whether or not we are holding to the right course. Just as self-examination is a necessary prerequisite to self-improvement, or just as the taking of a careful inventory of stock on hand is necessary to an intelligent outlay for new and improved stock, so to take account of our educational progress and of the factors concerned in it is the best means of reaching a definite and satisfactory conclusion as to what has been accomplished and what remains to be accomplished to bring our schools up to the highest standard of excellence and efficiency.

Reviewing as a whole the efforts made by the board of education during the past few years to bring our schools up to a high standard of efficiency, I doubt whether any equal period in the history of the schools can show a greater improvement in so many directions. Certainly the board of education and its officers, principals, and teachers have shown no desire to rest upon

past achievements. It may justly be claimed also that nothing has been attempted or done by the board that has not been in accordance with the most approved school practice in other cities.

The Purpose of the Public Schools

The mission of the public schools is to train the boys and girls of our country to live the best and largest lives possible, and to become thereby good and useful citizens. The demands of modern life and civilization require a different training and a greatly augmented and varied stock of attainments on the part of coming citizens than did those of a half-century ago, or even a quarter-century ago. Civic life, social life, business life, all demand more than in the past, and it is the province of the public schools to meet these increased demands. They must be met too without sacrificing the essentials of the past that are still essentials for the future. To prepare the child to meet the increased demands of modern life without losing what was good in former years of abiding utility is the great problem which the modern school must solve.

The schools everywhere are just now in the process of readjustment to changed conditions, and until this readjustment is accomplished there will be and must necessarily be much unrest and difference of opinion as to just how this must be brought about. We frequently hear complaints of an overcrowded curriculum; but, when those making complaint are asked to point out just what should be eliminated, there is much diversity of opinion. The solution of the problem does not lie in a return to the meager curriculum of the past generation, but rather in increased skill on the part of the teacher and the elimination of non-essential matters of detail. Much time has been wasted in elaborating non-essential phases of the common school branches that can be more profitably employed otherwise. The essentials can be taught, and taught better, by modern methods, and yet time be found to meet and cope with the peculiar demands of modern life. It is by the process of elimination of non-essentials, and not by the omission of modern essential subjects, that relief is to be secured.

The aim must ever be to prepare the youth for self-control

and self-support. The marvelous changes which occur from year to year in the ideals and occupations of men, the inception of new and progressive enterprises, the increased demand for men and women, not only of ready brain and hand, but of sterling worth and integrity, all demand a broader view of education than did the past generation. The utilitarian view of education is important, but it must not be exalted to the exclusion of the ethical and cultural phase. Character is worth more than scholarship, and the moral training of the child must ever take precedence over mere intellectual culture.

The first and paramount duty of the teacher is to instill into the mind of the child correct habits of living, honesty, industry, and faithfulness in the discharge of every obligation of life. The success of a teacher is more to be measured by his power to develop the moral nature of the child, to bring out the good and to repress the wrong, than by his ability to instruct. The silent influence of the conscientious and exemplary teacher, who sees the possibilities in the boy or girl for noble manhood or womanhood, and who sympathetically leads these characteristics out and develops them to their highest degree of efficiency, is the potent factor which leads to the highest and best training of the youth. The strongest teacher therefore is the one whose influence tends toward the harmonious development of all the powers of the pupil for good, and at the same time inspires in the mind of the child a desire for self-mastery and a development of the generous impulses of the heart.

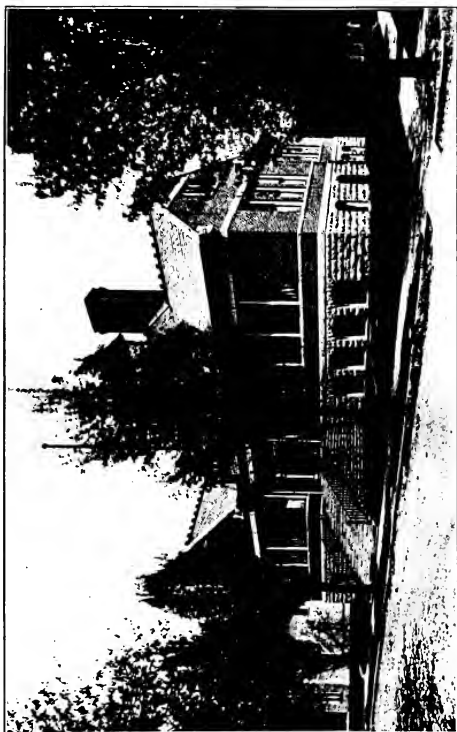
The State of the Community

In determining matters relating to the maintenance and conduct of a public school system, the state of the community must be reckoned with. We have often heard the saying, "as is the school, so is the community." I am not disposed to challenge the truthfulness of the statement, but I sometimes wonder which is the controlling influence. Does the community make the schools, or do the schools form the community? When all is said *pro* and *con*, it will be found that the influence is reciprocal in its bearings. I feel very sure that the schools are what they are because the community makes them so, but just how far the schools go toward forming the sentiment and attitude of

the community is problematical. In those communities where the schools are wisely conducted and efficiently administered, I am disposed to believe that the preponderance of influence lies with the schools.

Home conditions are reflected in the school room, to a greater or less degree, and the opinions of the parents, their views of society, religion, politics, art, and literature are all shared by the children. The children also share the restless energy, commercial spirit, and nervous tension of their fathers and mothers. While it may not be the duty or province of the teacher to trace origins or forecast destiny, yet conditions as they exist must always be taken into account. When there is business depression in a community the children are more difficult to control, and they leave school at an earlier age and for less cause than when times are good. If the state of feeling in a community is buoyant, hopeful, and aggressive, the schools will be found to be in excellent condition, and a reverse feeling in the community will disturb the equilibrium of the schools. The schools can do much to forestall the influence of these disturbing conditions by wisely preparing the coming citizens to meet them with intelligence, thoughtfulness, and placidity.

Just now the American people are in a state of unrest. Elements of civilization are breaking up and metamorphosing and readjusting themselves to new conditions. We as a people have not settled down to anything as yet. What we have offers the means to some end further on. Every effort is being put forth to secure new prestige, power, and wealth. The boundless resources of the country, the countless blessings afforded by a free government, no longer satisfy, but we long for further conquests. Cities have joined in this movement by using every available means for increasing their population, industries, and wealth, thus adding enormously to the cost of maintenance of public utilities, without at once securing an equivalent in return. While it is true that every enlightened and public-spirited man in the community is willing to assist every worthy undertaking, and above all to provide liberally for educational needs, yet changing conditions in municipal life call for an outlay that often seems to be excessive and burdensome. The pertinent question, "Is the expenditure absolutely necessary?" is often asked;



ALLEN STREET SCHOOL.

and as the point of view must determine the necessity, it follows that there is often hesitancy, and sometimes a refusal, to provide sufficient support. Beyond the question of mere maintenance, all these things affect the work of the schools.

Do the Schools Overwork the Pupils?

From such an environment as I have above described the children enter the schools, and very soon exhibit symptoms of the same troubles that belong to the members of the community. Social life demands much of their time, and draws heavily upon their physical powers; a longing to change grows upon them; discontent, irritability, and nervousness distract them; their mental and physical powers are overtaxed by these extraneous influences. As a result mental and physical katabolism inevitably overtakes them, and frequently complete nervous collapse.

Coming as it does after their entrance in the schools, loud complaints are made against the schools and their imagined overwhelming exactions. Physicians examine into the number of books a child must use, and the number of subjects he is required to study, and find reason to believe that there are too many; specialists are firmly convinced that the trouble arises from some defect of vision, or of hearing, or that the ventilation of the school building is bad (I have sometimes thought it strange that they do not inquire into the condition of the ventilation in the homes); others believe that the teachers are too exacting, unnecessarily severe in their discipline, and unsympathetic in their relations with the pupils; and yet it must be conceded that, even at the worst, school children but manifest to a more or less degree all the troubles to which their elders are subject.

What is this "nervousness" about which so much is said, and which seems to be a general rather than a specific term? In most instances, dissatisfaction with, or restlessness under, given conditions would explain it; but, however unnecessary it may be, or however much it may be exaggerated, the children do suffer from it; and do appeal, by the very gravity of their affliction, to all good people for relief. If I were to assert that the school room, instead of being the responsible cause of this trouble, was in fact a counteracting influence, it would be within my power to offer many arguments in favor of the assertion; but I do not

feel that the schools need defense, and I shall content myself with brief reference to what I believe to be the real trouble.

A sympathetic relation to the unrest of the community must not be disregarded. Our prosperous citizens travel from place to place, seeking new openings, considering new business enterprises, or enjoying life in foreign travel. Business demands take many of our good citizens from their homes for a large part of the year, and the children are left without their control and oversight. Again, the laboring people, seeking always the betterment of their condition, as they understand the term, are attracted by organizations, conventions, and many kinds of gatherings, in order that they may make sure of their rights; and this is often followed by strikes, which of necessity produce mental excitement and physical suffering that are most disastrous.

There is an insensible infiltration of ideas which clearly illustrates the fact that the elements of the civilization in which the child lives must enter into his character, must largely determine his mental and physical condition. This insensible infiltration of ideas proceeds from example, from a conscious and intentional imitation, by a sort of moral contagion, which, propagating itself by degrees, inevitably works out its result. It follows, therefore, that primarily the correction of this phase of childish nervousness must be made in the home, in the community, and in the church. Just how much the schools can aid in this reform remains to be seen, but the warfare must be waged beyond the confines of the school room.

The social life of young children must be restricted to those forms of enjoyment properly and naturally belonging to their age and condition. The heated atmosphere of the ball-room, and the excitement of the dance, carried on through many hours without cessation, and frequently without any wise provision against the dangers arising from sudden and extreme changes in temperature; the inadequate clothing of children, due to the senseless and conscienceless exactions of society; the overwrought and exciting plays of the modern theater; the unreal and sensational in literature, as we find those things to-day, sufficiently account for what we call "nervousness" in children, and their correction will unquestionably remove the trouble.

There is one other consideration touching this matter which I wish to present. I am by no means sure that in breaking away from established beliefs and conventionalities; in yielding to the spirit of commercialism, and in the acceptance of the doctrine of materialism, we have not done much to create a mental disorder that has resulted in bodily discomfort. Ruskin says, "On the whole, these are much sadder ages than the early ones; not sadder in a noble and deep way, but in a deep and wearied way, the way of ennui and jaded intellect and uncomfortableness of mind and body; not that we are without festivity, more or less forced, mistaken, embittered, incomplete, not of the heart." That the cosmic chill of unbelief has affected the spirit of reverence, and has destroyed the sense of accountability to a large degree, among our adult population will scarcely be disputed, and children have felt this unfavorable influence. The absence of all feeling of responsibility works deplorable results.

Uncertainty in the child's mind and unrest of both body and mind are called by the name "nervousness," but a condition precedent to its cure is the correction of certain elements in our present civilization that afford provoking causes. However, not all schools are wholly free from censure. Thoughtless, heartless experimentation upon unoffending children has wrought injury in more than one city. Filling the child's mind with vague, unreasonable longings; vitiating the imagination by the intemperate excess of his fancy; bringing his attention to matters he should never consider for one moment, have not been without evil effect. No teacher has a right to trifle with the destiny of a child in an irreverent manner. The sacredness and beauty of life should be taught directly in the schools, but the children should have the benefit, in this important matter, of the far more powerful influence of the home and of the church. The divine origin of life and its divine purpose, and the sense of accountability to God who gave it, should be earnestly and indelibly implanted in the mind of the child. Suitably impressed by the mystery of existence, children should early in life realize that somewhere, in some way, all will be made clear; but, for the present, it is only understood that happiness and peace belong to those who guard their lives against all wrong actions and sentiments.

Teaching Children to Think

If there is any line of endeavor that is peculiarly the function of the school, and yet one that is indifferently attained in the average school, it is that of teaching children to think. The ability to do this is the characteristic of a great teacher. More children acquire the ability to think well, so far as they attain that power, in spite of the ordinary teacher's influence, than as a result of conscious effort exerted for the attainment of that specific end. Too often pupils learn lessons without learning to think, that is learning to think logically and effectively.

Knowledge may be gleaned through the action of memory; but intellectual power is developed, not merely by learning facts, but by studying these facts in their proper relations, that is in their relation to cause and effect.

The facts contained in the text-books are desirable, and oftentimes useful; but their chief value does not lie in a mere knowledge of them as facts, but in a knowledge of their relation to each other and to other facts. Their greatest value perhaps lies in this, that they are the logical and proper material for stimulating thought, of which language is the medium of expression. It is well to know something of the general character of the soil, surface features, and climate of the Mississippi valley, but it is vastly better to use these facts as an occasion for starting in the child's mind a series of inquiries as to the great agencies which have operated in the production of these conditions, and to trace step by step the evolutions in continent building which have resulted in producing this great granary of the country. This line of thinking can not fail to excite in the child's mind a desire to note the agencies now in operation, and to speculate as to the probable effects that will be wrought in the centuries to come. Herein lies the practical value of all knowledge. The same principle applies to all other branches of knowledge. The pupil should study grammar, not only for the purpose of noting the construction and peculiarities of language, but for the greater purpose of using the language properly in the logical and accurate expression of thought; he should study history, not only for the purpose of knowing what has transpired in the past, but that he may use these facts, by the process of reasoning by analogy from cause to effect, to forecast

the future from present conditions; and so with all other subjects of study.

Facts, as they are observed in the realm of nature, or as they are recorded in the world of literature, are the proper excitant of brain activity, while language is the medium through which the mind works to put its activity into logical, tangible form. The true teacher will never lose sight of this fundamental principle. Thus utilized, it becomes the fixative of knowledge, and the conservator of this knowledge into power.

One may become learned by acquiring knowledge of isolated facts; but to become educated, in the true sense of the term, he must have a knowledge of these facts in their manifold relations. It is the function of the schools to develop children into educated, rather than learned men and women; into thinkers, rather than "knowers." And yet, it will be observed, the greater includes the less; or expressing it in other words, an educated man is a learned man; but a learned man is not necessarily an educated man.

It follows, therefore, that teachers should plan their work in the school room to so relate the pupils to the subjects which they are to consider that the facts will be studied in their relations to each other; that is, that they will be consciously used for a two-fold purpose, that of adding to the child's general information, and of developing in him the power of logical thinking. It was the distinguished Mr. Page who said, "There is no more exacting standard for measuring a man's attainments than his ability to stand, and think, and talk." Knowledge is of little value to a man unless it can be utilized in helpfully touching his environment. This is impossible unless he have the gift of logical expression; and this, in the great majority of cases, is an acquired power, one that comes from wise training on the part of the teacher, and from ceaseless, intelligent effort on the part of the pupil.

Fundamental Branches

The accomplishment of the best results in mental training, as it is carried on in the common schools, is dependent upon a thorough, practical knowledge of the common branches. This is the necessary foundation of a liberal education. Without it

an education can not be made effective in giving the individual mastery of himself and of his surroundings. Acting upon these considerations, it has been our constant purpose to so shape the school activities that pupils will be thoroughly grounded in the fundamental principles of reading, spelling, writing, language, and arithmetic. Without a thorough, working knowledge of these fundamentals, intelligent, effective study of other branches can not be successfully pursued.

Too much stress can not be laid on the importance of the work of the first four years of school. These are the years in which children study to master the implements of learning, to gain a working knowledge of those fundamental facts and operations that are necessary to intelligent study. Their efforts are called forth, not so much for culture, as for grasping the means by which they may acquire culture; not so much for studying the science of arithmetic and other branches, as for learning those fundamental facts and relations that are necessary to an intelligent study of these subjects in after years.

They study writing, not as an end, but because it is a necessary means in prosecuting other studies; they learn the fundamental facts of arithmetic, not because there is any remarkable value in simply knowing these facts *per se*, but because a knowledge of them is absolutely necessary in the study of the science of arithmetic; they study reading, not for the value of the information contained in the primary readers, but that they may master the process of reading for its subsequent value in their search for knowledge. Some one has expressed the thought by saying that "children first learn to read that they may read to learn." In short, the school activities, as they are called forth in the primary grades, are not primarily for the purpose of securing for the child culture and discipline, though he does doubtless gain something of these, but rather that he may become master of those fundamental facts, operations, and relations that are essential in those experiences that do have for their ultimate aim culture and intellectual power.

It follows then that this fundamental work should be most thoroughly done. In a large degree it is observation and memory work. It comes at a time when the perceptive faculties are keenest in their activity, and when the memory is peculiarly

alert and tenacious in holding what comes within its grasp. It comes too before the reasoning faculties begin to actively develop, and before they are capable of grappling with analytical subjects. The period is one in which pupils learn, more readily than at any other time in life, those facts and relations peculiar to this part of the school curriculum.

Mastery of Essentials

This elementary knowledge should not only be well learned, but it should be so thoroughly mastered by the pupil that when the need comes he will use it unconsciously. No one in normal condition puts forth any conscious effort in walking; nor does he consciously place the organs of speech in proper position for uttering words as he converses; nor does the person who rides a horse or a bicycle take any thought of those muscular activities necessary to preserve his equilibrium. All these efforts are automatically performed; they have been practiced until they have become subconscious, that is they "do themselves," as it were, leaving the mind free to engage in the consideration of other matters.

Now this is precisely what should be done in teaching the subjects pursued in the primary grades. Reading, spelling, writing, the mechanical phases of composition, and the fundamental operations in arithmetic should be so completely mastered that the processes are automatically performed, while the attention is centered upon the thought to be gleaned, the subject matter to be written or expressed, or the result to be obtained from the computation.

It follows, therefore, that the work of the primary grades calls for a peculiar kind of qualification in the teacher. She should thoroughly understand the peculiar character of the child's mind; she should know what faculties are most active at every stage of the child's progress, and what forms of knowledge are most readily learned at each successive stage; she should understand the peculiar relations of primary knowledge to that of subsequent grades; and she should possess the faculty of presenting a fact with striking simplicity and clearness; and then, by a system of drills and reviews, fixing it so indelibly in the child's mind that it becomes a part of his mental resources, ready

for instantaneous use without having to call it up by conscious effort.

As the child's entire educational career depends so largely upon the work of the first few years in the common schools, it is manifestly unwise to place him in charge of an incompetent or inexperienced teacher. The work of these years is foundation work, and the foundation must be laid deep and well if the superstructure is to be firm and enduring.

Classified Knowledge

There have been many changes made during recent years in the character of text-books. These revisions and rearrangements of the subject matter have had for their purpose a simpler form of presentation, and a more psychological arrangement of material to the end that pupils may more readily grasp the leading essentials.

It has seemed to me, however, in not a few instances, that related subjects have been so scattered, and essential facts and principles so robbed of their force, in the effort to simplify them, that pupils have often failed to obtain definite ideas of the subjects, or to possess at the end a classified or systematic knowledge of the facts presented. For practical purposes, it is just as necessary that the pupil should have his knowledge of a given subject classified, and thus made available for immediate use, as that he should comprehend the various facts presented in the given text.

Some of the text-books of a quarter of a century ago, while perhaps not so psychological in their arrangement, or so well graded as the more modern text-books, were certainly stronger in their classification of facts, and hence more scientific and philosophical, and left the pupils with a better working knowledge of the subject than do many of the text-books now in use. It is not a matter of small value for a pupil to be able to turn without hesitation to any class of facts to which he may wish to refer.

The dispersion throughout the body of the text-book of the related facts therein presented is one of the obstacles which teachers are forced to overcome, if indeed they succeed in doing so, in present day teaching. It requires constant attention and systematic presentation on the part of the teacher to give pupils a clear conception of a subject of study, and with it a classified

knowledge of the essential facts and principles therein contained. Especially is this true of the subjects in the upper grades, and the teacher should be ever vigilant that, when completing a subject of study, she does not leave the pupils with a disjointed, unrelated conception of the subject matter contained in the text. It is well at the close of the work to take a summary view of the entire subject, by way of review, for the purpose of relating the disconnected parts so that the pupil may have an organized knowledge of the subject as a unit, or connected whole.

School Discipline

Discipline is a part of the child's education; and, like the balance of the curriculum, should receive its due share of consideration. In fact it permeates the entire course of study, and is the ultimate aim of every school exercise.

The child must be developed both psychologically and sociologically, psychologically as an individual of his class, and sociologically as an integral unit of the social body of which he is a part.

The school as an organization is but one phase of this social body, and as such it is of itself a complete social institution. The bond which makes the school a community is spiritual, not material. It is the community of aim, the unity of spirit which actuates its members to live together a conscious, purposeful life, whose aim is growth in knowledge, wisdom, righteousness, and social efficiency.

The first step in the disciplining of the child is to put him in the right attitude toward this social body; that is, lead him to see that he is a vital part of the organism and to realize the responsibilities that rest upon him in his relation to his fellows.

When this spirit thoroughly permeates a school the question of discipline is practically solved. Under such a regime, when a pupil is guilty of an infraction of discipline, he not only meets with the condemnation of his teacher, but of his fellow pupils as well. A pupil may brave the authority of the teacher, but he can not brook the condemnation or social ostracism of his associates.

Some of the cardinal principles of conduct that grow out of this social relationship are piety, truthfulness, honesty, cleanli-

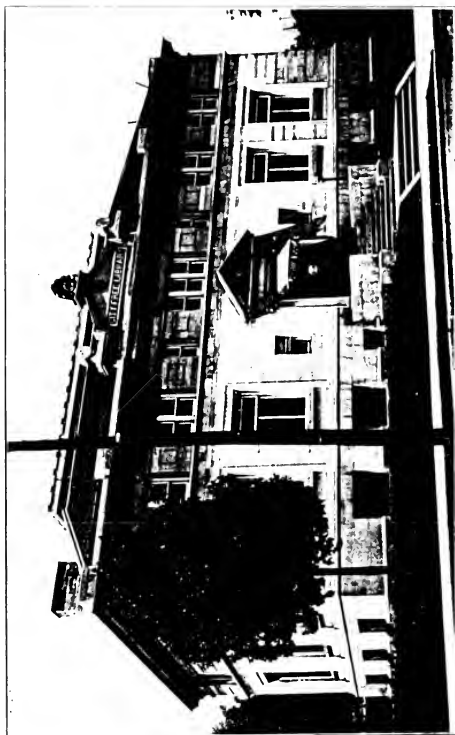
ness in thought and person, deference to rightful authority, consideration for the rights of others, politeness, unselfishness, desire to serve others, industry, frugality, and patriotism.

Until the pupil is brought into this conscious relationship to the school, repression and even punishment may be necessary. The teacher should be patient and considerate in the treatment of offenses, yet firm in exacting proper conduct. When possible, punishment should be retributive, turning back upon the wrongdoer the consequences of his deed. Corporal punishment, suspension, or expulsion should be resorted to on the same principle that the physician resorts to surgery in the practice of medicine, and then only when the general welfare of the school demands it.

The Duties of the Superintendent

The duties of the superintendent in a large system of schools are necessarily varied and multitudinous. He must keep in close touch with all the details of the work in every department, and yet hold fast to the main purpose. He must see the end from the beginning, and be able to properly subordinate all effort to the successful accomplishment of the great work the schools have to do. He must be able to co-ordinate all the factors that enter into the system to the end that they may work in harmony and with an eye single to the consummation of the desired end. All this calls for a high order of executive ability, which every successful superintendent must possess.

To qualify himself for this great and responsible trust, he must be an indefatigable and unremitting student. He must keep in close touch with the great educational movements of the times, and be able to discriminate sharply and readily between that which is sound and wholesome and what is visionary and impracticable. He must familiarize himself with the vast amount of literature of his profession that is being constantly promulgated in books and periodicals, diligently sifting the wheat from the chaff, holding fast to that which is good, and rejecting the vicious and unwholesome. He must attend educational meetings and cultivate the acquaintance of the great leaders of the profession, that he may imbibe their spirit and acquaint himself with their ideals and their methods of promulgating and working them out into successful realization. He must visit other school systems



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and observe their plans and methods, not only as to subject matter presented, but as to methods of teaching and school management.

He must visit the schools under his charge as frequently as his other duties will permit, in order that he may familiarize himself with the work they are doing as a whole, and with the individual characteristics of each teacher. And yet he should not employ all of his time in an unceasing round of visitation of his own schools; for, like the horse in the tread-mill, he will not only make no advance, but he will simply wear deeper the rut in which he walks.

He must, however, thoroughly acquaint himself with the capabilities of his teaching force. He must know the strength and limitations of each individual teacher in the corps, and incessantly strive to correct the faulty and strengthen the weak. He should be untiring and unwavering in his efforts to employ and retain none but the best teachers procurable; and he should not hesitate to discharge the hopelessly incompetent, no matter what influences may be brought to bear on him to retain them. Herein lies the superintendent's greatest opportunity for effective service. No matter what other characteristics he may possess, his greatest and abiding qualification is his ability to measure accurately and unerringly the effectiveness of a teacher's work. A superintendent who gathers about him a strong faculty of teachers will have an excellent system of schools, in spite of the most adverse conditions; but no system of schools, no matter how well equipped they may be otherwise, can hope to flourish in the hands of an incompetent corps of teachers. The superintendent should, therefore, be constantly on the lookout for good teachers. He should have some one in view for every position in his system; so that, if a vacancy should suddenly occur, he can fill it without delay. He should be ever on the alert to keep his teaching force up to the highest possible standard, and every change in the faculty should be a step forward.

He must keep in close sympathetic touch with his supervisors and principals, for these are his lieutenants, having in charge special lines of work and duties of which he has general oversight. It is only through the utmost harmony of co-operative

effort in this respect that the highest grade of work can be accomplished.

He must frame courses of study, and give his teaching force working directions for carrying them out effectively. While adhering to general fundamental principles that long experience has proved to be universally sound and practical, yet he must adapt the courses of study to the particular needs of the community. He must then see that these are faithfully and efficiently worked out by the teachers.

The management of the instruction department of the schools is necessarily in direct charge of the superintendent, and he must be held strictly responsible for its successful operation. He must assign teachers to duty with special consideration of their peculiar fitness for the places to which they are respectively assigned. He must distribute the pupils to the various buildings with a view to equalizing as far as possible the attendance in the different rooms and classes. He must look after the promotion of pupils, and see that a proper record is kept of their advancement and standing in the schools.

The superintendent is the logical agent and adviser of the board of education. He is created by them, and is their representative in all affairs connected with the conduct and management of the schools. He should at all times be ready to advise them upon any matter coming before them. To do this wisely and effectively he must be thoroughly informed as to the school laws, and see that they are correctly interpreted and enforced. He must pass upon the legality of contracts, and see that they conform with the law in every particular. He must inform himself as to the best methods of constructing, heating, lighting, ventilating, sanitating, and equipping school buildings. He must keep an eye open to the future, and anticipate the growth and needs of the schools.

He must above all things be a man of shrewd business capacity, and see that the schools are conducted upon business principles. He must give much thought to the economical use of the funds entrusted to the board of education, and see that the people get the most possible and the best results for the money expended. He must keep the board informed in advance

as to the probable cost of the schools, so that the necessary funds may be provided for their proper maintenance.

He must see that the rules and regulations of the board of education are properly administered and strictly and impartially enforced. He must listen patiently to inquiries, suggestions, and complaints of parents and others interested in the schools, and seek to harmonize all differences and enlist their hearty and co-operative support. He must settle difficult cases of discipline referred to him; defend and protect teachers against unjust charges, and pupils against abuse; and act as an impartial judge between parent and teacher, and teacher and pupil. In short he must be the arbiter of all disputes, the adjuster of all differences, and the harmonizer of all opposing forces in the multifarious affairs of the schools.

The routine duties of his office are necessarily very numerous and burdensome. His correspondence, at all times very large, must be faithfully and diligently attended to. The records of his office must be kept up, and reports promptly and accurately made that the statistics of the schools may be correct and authoritative. And yet, notwithstanding the thousands of duties that are demanding his constant time and attention, he must be ever ready to lay aside his work and give courteous attention to the hundreds of visitors that are continually calling upon him concerning affairs pertaining to the schools and other things.

He must be pre-eminently a thorough organizer of all elements and forces that go to make for the success of the schools. He must have an eye to details and a keen sense of values. He must not fritter away his time upon minor matters that can be delegated to a clerk. In short, he must know how to economize his time and effort so that every stroke will count with telling effect.

Thus it will be seen that a successful superintendent of schools must perforce be a man of many parts. His profession embodies the characteristics of many others. He is at once a lawyer, an architect, an engineer, a health officer, a judge, a business man, a sociologist, an economist, a psychologist, and above all a teacher. His office is no sinecure, and the proper discharge of his duties requires the expenditure of time and energy to an extent that makes him a very busy man.

The Supervising Force

To assist him in his work, the superintendent has two sets of assistants, the supervisors and the principals. The supervisors assist in the instruction department, and the principals in the discipline of the schools.

The supervisors are very important officers in any system of schools, for they determine to a great extent the character of the instruction given. They amplify and perfect special lines of work that need more personal attention than the superintendent, in his multifarious duties, can give. Huntington has been very fortunate indeed in the noble men and women who have filled these important positions, and much of the success of the schools is due to their untiring efforts.

The first supervisor created was that of music and gymnastics in 1892, and Miss Anna C. Miller was placed in charge of the work. The next was that of primary instruction in 1896, with Miss Mary L. Clark in charge. In 1898 the department of music and gymnastics was superseded by that of music and drawing and given in charge of Miss Evelyn K. DeCew. In 1899 this department was divided into two departments—drawing and art, in charge of Miss Evelyn K. DeCew; and music, in charge of Miss Vivian I. Stoddard. In 1902 the department of manual training was organized, and placed in charge of Miss Estell K. Dalbey. In 1906 this department was divided into two departments—manual training, in charge of Mr. Clifford E. Livingston; and domestic science, in charge of Miss Dessie B. Kitch.

Department of Primary Instruction

As at present constituted, the oldest department is that of primary instruction, which has always been in charge of Miss Mary L. Clark. This supervisor has direct charge of the instruction in the first and second years of the course. Under Miss Clark's able supervision the work of these two years has been greatly improved and strengthened. The work has been unified and placed upon a higher and more scientific pedagogical basis, which has resulted in more systematic and efficient work.

The supervisor has been handicapped, however, in having charge of a room of first grade pupils in addition to her duties as supervisor. This has prevented her from giving the time and

attention to the supervision that its importance demands. The good that has resulted from the limited time she has been able to devote to it is only an index of what could be accomplished if she were to devote her entire time to the work.

The work of the third, fourth, and fifth years needs the benefit of close supervision, almost, if not quite as much as the first and second years. I would therefore recommend, as I have heretofore done, that she be relieved of the room charge, that she may give her entire time to the supervision of the instruction in all of the grades of the first five years of the elementary course. Many new teachers are being added to the corps each year to fill vacancies, and this calls for a skilled, tactful, and faithful supervisor to advise, direct, and encourage the new teachers so that they may quickly adjust themselves to the ideals, plans, and methods of the schools.

In my opinion, no step could be taken that would result in as much improvement in the work of the schools as this. Many of the best schools in the country are adopting this plan, and it has invariably resulted in greatly increased efficiency in the instruction given. The following is the

Report of the Supervisor of Primary Instruction

Mr. W. P. Hart, Superintendent of Public Schools, Huntington, Indiana.

Dear Sir: The following report of progress in the primary schools for the five years ending May 29, 1908, is respectfully submitted:

In closing the current year, our primary work shows excellent and careful development. It has been the aim to steadily advance in fundamental and practical studies, seeking to give a firm foundation and equipment in the "tools of learning," and in the control of the "tools of work." The eye and hand are trained to act harmoniously in the development of children, even in their first small attempts in education.

Our pupils have not the advantage of kindergarten training before entering upon the formal work of the school, so we have tried, in the use of methods, to overcome this lack as far as possible.

The course of study for the first two years is based upon the best educational theories, and has been developed experimentally in the actual work of the school-room day by day. We have accepted what seemed to be the best advancement for the child, and striven for a school-room whose atmosphere is a delight and incentive to the growing mind, a real child-garden in which all the latent possibilities for highest good may expand.

In equipment we are most fortunate, having fine school-rooms, ample blackboard space, with a generous allowance of books, and all

materials needed in our work freely provided. The teaching force is of the best talent to be secured, teachers trained, enthusiastic, and in ready sympathy with child-life and development.

A grade meeting is held each month for the explanation and discussion of plans and methods of work as required in the course of study. These are valuable and necessary, that through them we may be uniform in aim, though individually the largest liberty in correct methods is granted.

Reading: We have adopted and proved the excellence of the Rational Method in Reading, with very satisfactory results, the drill in phonetics being especially so. The Rational Readers have been introduced as a reading system as far as the fourth year. The Board of Education furnishes many other supplementary readers. Much practice in reading is thus afforded the pupils in a vocabulary suited to their attainments.

Spelling: More attention has been given to oral spelling recently. Spelling cards containing selected lists of words have been prepared and used in the second half of the first year, and the second year's work.

Arithmetic: A plan of number work based upon counting has been pursued with some success. For the future the plan will omit any set work for the first grade, the second year taking up the work that has been formerly given in the first year.

Language: In language we desire to have

- | | |
|-------------------------------|---------------------------------|
| 1. Intelligent speech..... | { Clearness of oral expression. |
| | { Connected thought. |
| 2. Ability to express in..... | { Written words. |
| | { Illustration. |

All subjects taught contribute material for language: such as, reading, history, geography, hygiene, and ethics.

History: A plan of race study and early American history given in story form has proved of unending interest and value in the hands of skillful teachers.

Penmanship: The vertical system of writing has been discarded, and the semi-slant substituted. Much work on the blackboard is encouraged; the aim is for correct form and legibility.

Physical Culture: Daily periods of training seek to establish correct positions in standing, sitting, and walking. Two or three minutes' drill in each session in simple fundamental positions are valuable, giving relief and change; also motion songs, games, plays, and exercises.

Music and Art: We follow the plans given by the supervisors in these branches. They correlate their work with our outlines of subjects whenever practicable. This work is invaluable and much appreciated by teachers and pupils.

Manual Training: This study aids successfully in the formation of judgment and responsibility. Training the eye to see, and the hand to tell what is seen. Little minds and hands accomplish wonders under expert guidance in the construction of useful and artistic articles.

We are to begin the year of 1908-9 with the rich experiences of

past efforts, and these should steadily guide us to higher standards of endeavor.

The elimination of formal number work from the first grade course will give opportunity for needed time and drill in the mechanics of reading, spelling, and hand work. Then in the second grade, the "learning to read" may in a greater measure become "reading to learn," and begin a process of thought-getting and thought-giving.

The number work for the second grade will be found simple enough to be very thoroughly understood. Too much has been undertaken heretofore. Let the work be largely oral, based upon counting and the simplest problems.

In penmanship there is always room for improvement. There should be more writing upon the blackboard for freedom of movement and correct form. Use single-ruled paper and pencil, insist on legible, correct forms, and allow no writing that is not inspected by the teacher.

We hope to give greater attention to seat occupations, to have less of copying from the board, and less of listless holding of books, in the study periods. We wish to occupy brain and hand in some occupation that will engross the entire attention of the pupil, and lead to growth in some phase of his work. This occupation should be as carefully supervised as any other part of the pupil's work. We have plenty of material that can be utilized in this way. Then the children will take up book or pencil with fresh interest and pleasure in a recitation.

The ideal toward which we earnestly and constantly strive is for advance—in effort, in skill, in results, throughout the range of subjects considered, and in knowledge of the needs and happiness of children in a well-rounded education.

I would recommend that the grade library books of the second grade be dispensed with as they wear out, and that no others be added to take their place. The pupils of this grade are not mature enough to read such books away from the teacher's guidance and direction.

I would also recommend that a greater supply of simple supplementary readers be furnished for the primary grades. These books, when wisely selected and used, are a great aid in developing the child's vocabulary and ability to read well, as well as his thought power and general expression. They are also a source of much valuable information.

The scope of usefulness of the Supervisor of Primary Instruction should be widened. Heretofore she has had charge of only the first and second grades; and, owing to the fact that she has the regular charge of a room, the time devoted to these grades has necessarily been very limited. Notwithstanding this, however, the work of these two grades has been greatly improved, which is an indication of what could be accomplished under more favorable circumstances. These grades need closer supervision than can be given under the present arrangement, and the other primary grades need it as much as these

grades. It harmonizes the work, improves the instruction, and leads to greatly augmented attainments of the pupils. Especially do new teachers need the close personal attention of the supervisor. I would, therefore, recommend that the Supervisor of Primary Instruction be relieved of the room charge, and that she give her entire time to the supervision of the first five years of the school course.

In conclusion, I wish to express my thanks to the primary teachers for their faithful teaching and cordial support, to the special supervisors for their able assistance in our work, to the Superintendent and Board of Education for their appreciation of the work done in the primary schools.

Very respectfully,

MARY L. CLARK,
Supervisor of Primary Instruction.

Department of Drawing and Art

Under the supervision of Miss Evelyn K. DeCew, the department of drawing and art reached a high state of perfection, and its exhibits at educational gatherings have for many years attracted wide attention and universal praise. She was not only thoroughly trained for the work, but she possessed the true artistic instinct. Her work has been far-reaching in its effect, and not a little of Huntington's reputation for artistic taste and talent is due to her untiring efforts. It was a decided loss to the schools and community when she resigned her position, January 1, 1908.

In Miss Alice Jean Gray, however, I am happy to say that we have found a worthy successor. In the short time that she has had charge of the department she has eminently demonstrated her superior ability, not only to maintain the work at the standard at which she found it, but even to advance it beyond that high mark. She is highly cultured and refined, thoroughly trained for the work, and has amply proved her ability by many years of successful experience in the best schools. She, too, possesses the artistic instinct to a marked degree. Her report is as follows:

Report of the Supervisor of Drawing and Art

Mr. W. P. Hart, Superintendent City Schools, Huntington, Indiana.

Dear Sir: I herewith respectfully submit the following report of the Department of Drawing and Art in the Huntington City Public Schools for the five years ending May 29, 1908:

Although we may not have reached the attainment desired in the Drawing and Art Department, we can see good progress from the seed sown, which is encouraging, and an incentive to do the utmost to further the work, not satisfied to stand still, but press forward to a higher standard.

The teaching of art in the public schools is to arouse the emotions and aspirations of the pupils toward higher ideals. It trains the eye and hand toward accuracy and neatness, and brings the thought of the pupil into contact with the elevating, beautiful, and refining influences which are always artistic. The pupil is taught to discriminate easily and quickly between the awkward and graceful, and to express this grace outwardly, either on paper or in actions, as an expression in one outward form is sure to bring a like expression in another form, and thereby transform the individual; and this knowledge can be applied practically through innumerable ways in the round of daily duties.

Art and manual training are so closely related, that the art student must needfully know something about crafts, and the manual training student should study art.

For a number of years manual training, such as wood-work, stencil-making, and metal-work in copper and brass, has been carried on successfully in the sixth, seventh, and eighth grades, and we hope to introduce this line of work into the high school in the near future.

From the children in the first primary to the young men and women in the High School, the privilege of obtaining this instruction is given.

"The Prang Elementary Course in Art Instruction" is used throughout the grades, and "Text-books of Art Education" are put in the hands of the children. In these books the child studies good examples of technique, composition, design, form, line, and color.

In no place is the art training more noticeable than where the pupils apply for this subject in the High School after having it throughout the grades.

It would be very advantageous to have the work in the High School arranged in a way that every pupil applying for it could be accommodated at time of application. As it is elective, they apply for it at the most convenient time in their course, that it may not interfere with their other studies. Sometimes, on account of the arrangement of classes, they are obliged to wait, and this very often entirely excludes them from the work. The departmental work in the sixth, seventh, and eighth grades would reach a higher standard if more time could be given to the subject, or the special teacher in charge had only one subject to handle. The work, however, even with the present conditions, has been carried on with credit to both teacher and pupils.

The work below the sixth grade is being handled very successfully by the grade teachers, who have proven themselves cheerful and com-

petent workers, keeping in touch with the directions of the supervisor, who has, especially during the past few years, been planning and giving more explicit and suggestive help directly to the teachers, thereby placing the grade teachers in still closer sympathy with the work to be presented.

The supervisor holds four teachers' meetings a month, when the work is criticised and explained, and a practice lesson is given in new or difficult work.

During the meeting of the Northern Indiana Teachers' Association, held at South Bend in April of last year, we exhibited some of the past year's work. Shortly after, we added to this exhibit, and held a local one in the High School building. Many of our citizens took this opportunity to see a little of what we are trying to do in this direction; and, although the results on paper may have been pleasing, we sincerely hope that was not the full extent of the knowledge gained from the instruction given.

For a number of years, equipment for this department has been purchased gradually, as funds would allow. Many beautiful pictures and a few casts add much to the attractiveness of the school rooms. Teachers and pupils have also assisted in the decoration of the rooms.

During the last two or three years artist-easels and new drawing boards have replaced the old ones in the High School art room. A set of art pottery has been placed in each building. Besides this, we have a good supply of general material for the different phases of the work.

The mediums used are lead-pencil, charcoal, ink, water-color, pastel, etc.

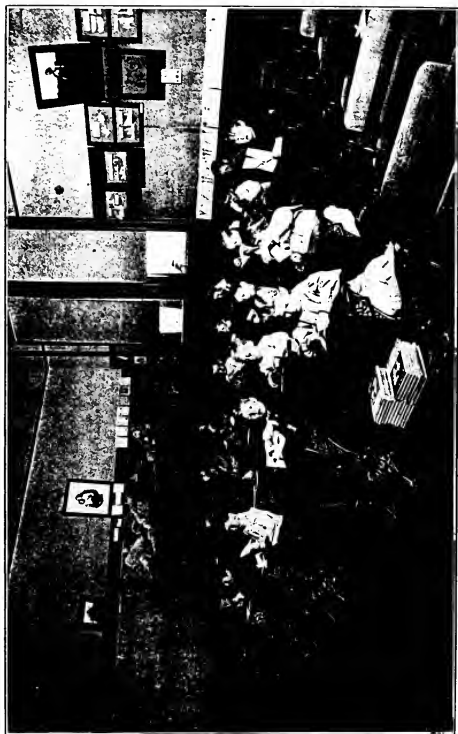
For all this material, which has been so cheerfully furnished by the school authorities when requested, the supervisor wishes to express her appreciation.

ALICE JEAN GRAY,
Supervisor of Drawing and Art.

Department of Music

In Miss Vivian I. Stoddard, supervisor of music, the Huntington schools have been peculiarly fortunate. She is by far the best supervisor of music that I have ever had under my charge. She is not only a musical artist of rare talent and skill, but she is earnest, energetic, painstaking, devoted, and thoroughly in love with her calling. She throws her whole self into her work, and exhibits as much devotion and jealous concern for it as a mother does for her little child.

During the nine years that she has had charge of the department, by her untiring energy and earnest effort, she has



FREE-HAND PAPER CUTTING—FIRST GRADE

gradually brought the work up step by step from its inception to its present high state of perfection. She possesses the happy faculty of winning and holding the hearty and sympathetic co-operation of the teachers throughout the city. Her influence has also been widely felt in the city and community, and not a few of Huntington's soloists and chorus singers owe their early interest in the musical world to her tuition and encouragement. The following is her report:

Report of the Supervisor of Music

Mr. W. P. Hart, Superintendent City Schools, Huntington, Indiana.

Dear Sir: I take pleasure in submitting a report of the music work for the past five years.

The work has shown a steady growth each year. Much credit is due to the teachers for their faithful and enthusiastic efforts. Although many new teachers have come into our ranks, they have, with few exceptions, been prepared to teach music. This has been a very great help, as has also the assistance of an especially trained teacher for the work in the sixth, seventh, and eighth grades.

Monthly grade meetings have been held, at which the teachers have received instructions for doing the work planned and outlined from month to month. They also receive training in the song material provided them.

To teach the correct use of the voice, sight singing, ear training, to awaken a love of beautiful music, and arouse an interest in its study, should be the aim. It is in our schools for study, not merely for recreation.

Rhythm, vocalization, singing songs with words at sight, and written work have received attention in all grades. The song material has been carefully selected. Song singing and interpretation have been emphasized.

Until the latter part of last year, our high school work was confined to chorus practice. In January, in addition to this, a course preparatory to and beginning the study of harmony was offered. It has proved very satisfactory.

In time, we hope to have a graded course of study in harmony and musical history, so that music may be placed on a par with the other subjects. Twice each year, the chorus has furnished music for the baccalaureate sermon exercises; and has also given a cantata, "The Rose Maiden," by Cowan.

The following suggestions for the advancement of the work, I offer for consideration:

I recommend that a piano be placed in each ward building, especially those having seventh and eighth grades.

I would recommend that music be taught daily in the sixth, seventh,

and eighth grades; that at least fifteen minutes a day be devoted to it, making 75 minutes every week, instead of 40 and 60 minutes alternately, as is the present plan.

I believe it would be a good plan to have a period once a month, or oftener if possible, when the entire high school could assemble in the hall for general chorus practice. In addition, at this time, have a selection, either vocal or instrumental, given by an artist. In this way the pupils will be benefitted by hearing good music, properly rendered; and in time, the musical taste of the people will be higher.

I suggest that weekly meetings be held for new teachers, or any needing assistance, until they become familiar with the work.

I would also like to have more time with the teachers at the regular grade meetings.

I wish to thank you and the Board of Education for the courtesy, encouragement, and support given me, and the principals and teachers for their co-operation and faithful work.

Respectfully submitted,

VIVIAN I. STODDARD,
Supervisor of Music.

Department of Manual Training

The department of manual training was organized by Miss Estell K. Dalbey, and for four years she labored earnestly and diligently to place the work upon a solid and abiding foundation. In this she succeeded to a marked degree; but it was found that the work of the department was too heavy for one supervisor. Then, too, the boys needed a man who was thoroughly in sympathy with their work, and who understood their particular needs; and for the same reasons it was deemed advisable to place the girls in charge of a woman. Consequently, the department was divided into two departments—manual training for the boys, and domestic science for the girls.

Mr. Clifford E. Livingston was placed in charge of the department of manual training. He came to us with high qualifications, not only in scholastic culture, but in technical training as well. Although he had charge of the work but a short time, he thoroughly organized it and started it along lines that have since proved to be sound and practical. After a short interval, during which time Mr. Oliver B. Ramp had charge, Mr. William A. Shock was appointed to the position.

Mr. Shock is a man of broad and liberal education, not only in academical subjects, but along technical lines. He is also

a practical carpenter and mechanic. He has had many years of successful experience in school work of all grades, from that of teacher in the elementary grades to specialist in the high school and principal. This latter qualification is a very valuable one in a supervisor, as it enables him to thoroughly sympathize with the teacher and pupil in their work, and thus properly gauge his assignments to their capacity. In the short time that Mr. Shock has had charge of the department, he has amply demonstrated his superior ability; and, by the work that he has already accomplished, has given promise of the great work that he will do in the future. His report is submitted herewith, as follows:

Report of the Supervisor of Manual Training

Mr. W. P. Hart, Superintendent of Schools, Huntington, Indiana.

Dear Sir: I herewith submit the following report of the Manual Training Department for the five years, 1903-08:

Manual Training is a general term which signifies the expressing of ideas in things by means of tools, in working with such materials as paper, card-board, clay, yarns, wood, iron, brass, copper, etc.

It has been but a few years since the masses believed Manual Training to be a fad. Some thought it was play, while others held the wrong impression that its purpose was to teach a trade. All these wrong impressions are being rapidly corrected in the minds of the people.

The average home of to-day has not the favorable conditions which give the efficiency that the old home used to give, and this naturally puts a greater responsibility on the schools, which are expected to provide the lost and adequate training formerly given in the home. Industry has always been a prominent factor in the upbuilding of all social structures.

The Department of Manual Training in the Huntington city schools was first created in 1902, under a special supervisor. The first year was devoted to the lower grades in such a way as to lay a foundation for a graded course of study, which we now have. While our course and work are far from perfect, yet it is believed that in each successive year better work has been accomplished than in the year preceding.

In 1903, fifteen benches were purchased for each of the Central, Tipton Street, and William Street buildings, with a full equipment of tools for each bench. Since that time, the sixth grade boys have been doing knife-work, and the seventh and eighth grades bench-work; while the sixth, seventh, and eighth grade girls have been doing sewing.

Until 1905, the bench-work was in the hands of the supervisor, and sewing was handled by an assistant.

In September, 1905, another assistant was employed to take charge of the knife and bench-work, and the supervisor was given her entire time to supervise all of the work in all the grades.

In September, 1906, the Manual Training department was divided into two divisions, viz.: Manual Training and Domestic Science, and a Supervisor selected for each department. The Supervisor of Manual Training had in direct charge the knife and bench-work, and the Supervisor of Domestic Science had in direct charge the sewing-work. The supervision of the first five grades was done jointly by the two supervisors. This last plan is still in effect.

In the first five grades the teachers of the respective rooms in each building have charge of the instruction in manual training work as planned by the supervisors, and under their direction and supervision.

Once a month, on the Monday evening preceding the month's assignment, the first and second grade teachers meet the Supervisors in the Supervisors' room in the High School building. On Tuesday evening the third and fourth grade teachers meet the Supervisors, while Wednesday evening is set apart for the fifth grade teachers and the sixth grade teacher of the State Street building. The meetings are called immediately at the close of school in the afternoon.

At these meetings the Supervisor in charge presents the assignment of the work to be done the succeeding month, with working directions. If necessary the Supervisor instructs the teachers as a class in the work to be done. In no case is a teacher expected to try to present the work to her pupils until she has done it herself, or is absolutely sure she knows the whole process.

During the time that the Supervisors look after the supervision of their work in the various grades substitutes are employed to do their own class-work. Very good and satisfactory results are thus obtained.

The material is furnished by the Board of Education, and the right is reserved to keep any article made by any pupil, if it can be used for the further progress of the work in the way of exhibits, or otherwise. The other finished products are given the pupils at the proper time, which they may keep for their own, or they may present them to others. The cost of the material for each pupil is so small that we believe the good results and the lasting effects upon the children far outweigh the burden of the cost.

The Supervisor of Manual Training has the direct charge of the shop-work of the sixth, seventh, and eighth grades in the Central, Tipton Street, and William Street Schools. The time allowed for recitation in the shop for each grade is fifty minutes every alternate day. Each half-day is divided into three fifty-minute periods. At the William Street School, each section of each grade recites separately, which requires the services of the supervisor the entire day. At the Central and

Tipton Street Schools, both sections of each grade work together, which requires but three recitations at each building. This arrangement permits of the hearing of the recitations at the Central School in the forenoon, and at the Tipton Street School in the afternoon. So one day is devoted to the work on the south side, and the next is spent on the north side.

At the State Street School the principal has charge of the sixth grade shop-work for the boys under the direction of the Supervisor.

The wood-work is so arranged that those kinds of exercises are selected which will present typical phases of the work attempted. It is a well-understood fact that it is not possible for each boy to attain the same degree of dexterity as is shown by some of his classmates; so, to reach more nearly the ideal, we strive to encourage the best efforts the boy is able to put forth. Quality of work, and not quantity, is held prominently before the pupils.

The material for the regular prescribed work in the bench-work is furnished by the Board of Education, and the products become the property of the school, to be used in exhibit work, as models, or in any other manner for the furtherance of the work. Each boy, however, has the privilege of retaining his own products, after the school has no further use for them, upon the payment of the actual cost of the materials used in them. If a boy desires to make some article not in the regular prescribed course, or if he desires to use different material than that prescribed by the teacher, he may do so by permission of the Supervisor; but he must purchase the material himself, which he may do either from the school at cost, or from the dealer. The article so made becomes his property, after the school is through with it for exhibit purposes.

The boy should be taught economy, as well as other subjects. It is believed that if he buys his own material, he will take better care of it, waste less, and take greater pride in the finished product, than he would if it is furnished him free of cost. In this way, he will learn the value of money, time, and effort.

Throughout the whole course, an effort is made to correlate the Manual Training work with the other subjects in the school course; and especially is this true with the art work. Every child is entitled to all the learning he is capable of taking. This learning should be both mental and manual, and should be made as practical as possible, by presenting the subjects in such a manner as to show the existing relations between them.

We believe the proper time has now arrived to put in operation a course of study in Manual Training in the High School. The boy's shop-work and drawing should not end at the close of the eighth grade. When he enters the High School he is physically and mentally more able to accomplish better results in the shop than before. The average boy wants to become a useful man—he wants the pleasure which comes

from a sense of power to do things as men do them. He is willing to work for this power, and the skill which it brings.

The North Central Association of Colleges and Secondary Schools has lately announced that a credit allowance for High School work in the manual arts would be made as follows: Four units for shop-work, two units for mechanical drawing, two units for sewing and millinery, and two units for cooking. Each unit means 240 hours, or one year's work. This act puts the Manual Training on an equal basis for entrance credits with the other courses in the High School.

In the progress of educational advancement, the public schools of this city ought to receive the hearty support of the public to be kept in the front by providing a course of study and equipment in Manual Training for the High School, as well as the further advancement of the work in the grades.

In conclusion, I wish to express my thanks to the Superintendent and the members of the Board of Education for their loyal support, as well as all the principals and teachers for their assistance and co-operation in the past.

Respectfully yours,

W. A. SHOCK,
Supervisor of Manual Training.

Department of Domestic Science

This department was organized by Miss Dessie B. Kitch, its first supervisor. Miss Kitch not only possessed a splendid education, and had had many years of successful experience as a teacher in the grades, but she had a special aptitude for the work, and took a deep and abiding interest in it. She soon had the department thoroughly organized and working along lines that have proved to be eminently practical and successful.

Miss Harriet M. Boulden took charge of the department in 1907. She brought to the department the sterling qualities that go to make for success in the work of a supervisor. She had a broad and liberal education along both academical and professional lines. In addition to this, she had taken special training in domestic science. She also had had many years of successful experience as a teacher in the grades, where she demonstrated her superior ability as a teacher. As I have said before, this experience is a very valuable, if not a vital, qualification in a successful supervisor. It insures her immediate success in her work, because it brings her at once into close sympathetic touch with the teacher, a characteristic which she does

not otherwise have to acquire by several years of experimentation. Miss Boulden has amply demonstrated the soundness of this principle by her decided success from the very beginning. Her work so far gives promise of splendid achievements in her department in the future. She submits the following report:

Report of the Supervisor of Domestic Science

Mr. W. P. Hart, Superintendent of Public Schools, Huntington, Indiana.

Dear Sir: I herewith submit the report of the Domestic Science department for the five years 1903-08:

Domestic Science is the newest of the so-called "fads" that have been introduced into the school curriculum. It is far from being a fad, and is in the schools to stay, since it has to do with vital principles.

Domestic Science has a two-fold purpose. The development of the individual is of first consideration. The study of fundamental principles in this line of work, and their application in systematic exercises, as truly gives power to think clearly and intelligently, and fixes habits of attention and exactness, as any of the well-established branches of study.

The second, and not less important purpose, is the development of the home. It is an established fact that a vast majority of the girls come from homes in which training in home-keeping is utterly ignored or sadly neglected. The purpose of the school is the highest development of the individual, and any system of education is incomplete that does not see that the girl is fitted to reign in perhaps the greatest institution of man—the home.

The department of Manual Training was established in 1902, under a special supervisor. The work consisted entirely of sloyd, or knife work, in which both boys and girls were trained. In 1903 sewing was introduced for the girls while the boys were doing bench work. The sewing was planned by the regular Manual Training supervisor, and taught by the teacher having the grade in charge. One year later, the work of the Grammar Schools was organized on a departmental basis, and all of the sewing and Domestic Science of the sixth, seventh, and eighth grades was placed in charge of one teacher, who gave her entire time to this subject, working under the direction of the supervisor.

In September, 1906, the Manual Training department was divided into two divisions, viz: Manual Training and Domestic Science, and a supervisor selected for each department. Since that time the supervisor has had in direct charge all the sewing work above the fifth grade in the Central, William Street, and Tipton Street buildings; and the work below the sixth grade has been planned jointly by the two supervisors, and taught by the regular teacher of the grade. At the State

Street building, the sewing in both the fifth and sixth grades is planned by the supervisor and taught by the teacher in charge of the grades.

This department pursues the same method of assigning work to the teachers as does the Manual Training department.

The time allowed for recitation and the general arrangement of the periods is the same as that of the shop, since the girls sew while the boys are at the bench.

Practically all the material used above the fifth grade is furnished by the pupils. The teacher gives instructions and suggestions, but pupils do their own buying.

The girls are showing a marked development in the power to do, and an interest and a pride in their work which we feel will certainly be felt in the home. So many ask that they be allowed to take their sewing home to work upon it that we have decided to urge them to plan and make articles in the home, so that a line of "home work" may be displayed in our exhibits. Our exhibits in the past have seemed so profitable that we hope to make them more general.

Our work so far has been hand-work, but we feel that in the eighth grade the girls are far enough advanced that a machine may be used with profit. Then, too, a part of the work of this grade is of such a nature that the benefit derived from the doing of it by hand is not commensurate with the length of time needed to do it. Therefore, I would suggest that each of the three buildings, Central, William Street, and Tipton Street, be supplied with a good sewing-machine.

The work at the Central School is somewhat handicapped by having large classes, and no sewing room or tables other than the regular school desks.

I feel that the same course in regard to the buying of material should be pursued in the sewing work as that in the shop. A great deal of the material, especially in the line of underwear, should be selected by the teacher and furnished by the School Board at cost. By this means better and more suitable material could be used.

The North Central Association of Colleges and Secondary Schools has lately issued a circular in regard to a credit allowance for High School work in the manual arts. An extract from this is found in the report of the Manual Training department.

With the introduction of cooking and a general line of work on household management, we hope to do better, more efficient work than we have ever been able to do in the past.

In conclusion, I wish to express my thanks to all who have given me their assistance, their sympathy, and words of encouragement in carrying out the work I have attempted.

Very respectfully,

HARRIET M. BOULDEN,
Supervisor of Domestic Science.

The Principals

Another set of valuable officers in the management of a system of schools are the principals. Without them it would be impossible for the superintendent to effectively carry out and enforce the rules and regulations and preserve proper discipline in the schools. It is necessary, therefore, for him to keep in very close touch with them and enlist their hearty and sympathetic co-operation. To enable him to do this, weekly meetings of the principals are held in the superintendent's office. At these meetings the principals report to the superintendent concerning the progress and needs of the schools, and he transmits through them to their respective schools any directions or suggestions that he may wish to make concerning their management or conduct. The principals also act as advisers to the superintendent, and at these meetings all plans for the improvement and advancement of the schools are thoroughly discussed before being promulgated.

The Huntington schools have been very fortunate in the splendid men and women who have filled these important positions. A more capable, devoted, loyal corps of principals can not be found anywhere. Much of the success of the schools is due to their earnest, painstaking, conscientious work.

The Nestor of the principals is Mr. Enos B. Heiney, the efficient principal of the William Street School. Mr. Heiney is a man of culture and refinement, possessed of strong literary instinct, and he particularly excels as an organizer and disciplinarian. He has the happy faculty of securing the sympathetic co-operation of the teachers and pupils under his charge to an eminent degree. The discipline in the William Street School is ideal in every respect.

The next in time of service is Mrs. Florence E. Foote, principal of the Allen Street School. Mrs. Foote is a scholarly woman of broad and deep sympathy, acquired through long years of successful experience. She is devoted to her calling, which she has taken up as her life's work, and she is never satisfied until she has performed every detail of her work in the best possible manner. She is a woman of noble character and disposition, and her example makes a lasting impression upon the minds and hearts of her teachers and pupils.

Mr. Jesse M. Scudder, principal of the Central School, is noted

for his sturdy manhood and sterling character. He commands and holds the confidence and respect of his teachers and pupils, and wins their love and co-operation by the splendid example he sets of a pure life of high ideals and noble purposes. His influence is felt beyond the school room, and reaches the entire community through his work in the church, Sunday school, and other social institutions of the city.

Mr. William S. Cushing, principal of the Tipton Street School, is one of the younger principals in point of service; and yet, in the short time that he has been with us, he has fully demonstrated his superior ability as an organizer and disciplinarian. He is devoted to his work, and painstaking and conscientious in all that he undertakes.

Mr. William A. Hacker, principal of the State Street School, is another one of the younger principals. He began his work in our schools as a teacher of a department, but he early manifested those peculiar qualities and capabilities that make the successful principal, and he was accordingly promoted to the first vacancy that occurred. His work already gives promise of a brilliant future as a principal.

The latest accession to the corps of principals is Mr. James H. Gray, principal of the High School. Although just entering upon his first year, yet he has already secured a strong and lasting hold upon his teachers and pupils. He is a man of broad and liberal scholarship, and of extensive and uniformly successful experience in responsible school positions. He possesses a commanding, forceful, and pleasing personality, and above all he has all of the traits that go to make for sterling manhood of the highest type. The High School will continue its strides forward under his able supervision.

The Teaching Force

The most important and far-reaching service that a board of education or superintendent can perform for a school system is to procure for it a well-trained, competent, devoted, enthusiastic corps of teachers. This being accomplished, "no other neglect can make poor schools; this being neglected, no other precaution can make good schools." No system of schools can be maintained in a high state of efficiency, unless the teachers



STENCILING—THIRD GRADE

employed are of the highest character and teaching ability. Some one has said, "There is a philosophy of education, but it consists chiefly in getting the right persons to do the teaching." Whatever may be the skill of management, however wisely and carefully plans may be made, it is upon the teacher that we must rely for the execution of the plans and the accomplishment of desired results.

The capabilities of the teacher, the amount of preparation she has made, her natural fitness for the work, and the sound, clear, strong professional ideas she possesses, all must be taken into consideration in determining her employment. Far more than courses of study, than kinds of text-books in use, than buildings, laboratories, and equipments, the teacher's personal character and influence weighs in the determination of results. Channing has truly said, "There is no higher office than that of a teacher of youth, for there is nothing on earth so precious as the mind, soul, character of the child. No office should be regarded with greater respect. Parents should seek an educator for the young of their families who will become to them a hearty and efficient friend, counsellor, coadjutor in their work.* * * * Such is the teacher we need, and his value can not be paid in gold."

Above and beyond all other considerations, a teacher should possess character—character of that sterling quality that knows no deviation from the line of duty and right conduct. She must possess individuality—individuality that makes her independent and self-reliant. She must hold strong, earnest opinions, in order that she may be consistently firm. She must be gentle, though courageous and fearless in the discharge of duty. She must honor truth and honesty by allegiance to principle, adorned by true nobleness and humility of spirit.

The true teacher must be thoroughly educated, both academically and professionally. She must possess that education that enables her to know what lies before her in daily life, and to have the knowledge, the discrimination, the disposition, the ability to meet it successfully and fully. She must possess that education that makes living complete, that prepares for noble undertaking, that enables her to fill her position in society usefully and profitably, and that controls the relations of indi-

viduals so as to make them mutually helpful, harmonious, and agreeable.

The teacher must also possess culture—culture that means right action in life. A cultured mind is possessed of high ideals and beliefs—"one that hears the message of life, at its deepest and highest, of love and of labor; of fatherhood and motherhood, of conquered temptation, of aspiration and prayer, of all that brave hearts feel and loving hearts endure." She must possess the culture that leads to grace of manner, and the atmosphere of sympathy and equality, that renders companionship delightful and mutual undertakings successful. Such culture belongs to intellect and heart, and not to birth or heredity. It is not an outward veneer, but an inward grace.

From my knowledge of their character and observation of their work, I feel very sure that the teachers of our city public schools measure up to these standards to an eminent degree. Huntington is to be congratulated upon the sterling character, social standing, and high professional attainments of the members of her corps of instructors. They possess a broad and liberal scholarship, tempered with a high order of general culture, a conservative progressiveness, and an abiding devotion to duty. They are imbued with a laudable spirit of investigation and study, and an insatiate desire to discover and utilize the best that is known and done in the profession. Great as has been their improvement in the actual work of teaching, the greatest value of their work in the public schools comes from their general influence while operating toward the development in the pupils of noble character, high ideals, and correct conduct. The real end of education is not scholarship, but character—character that makes for sterling manhood and noble womanhood. I do not believe that a more conscientious, capable, earnest, devoted corps of teachers can be found in any city in the country.

I wish that I might have the time and space to take each one of these splendid men and women individually and speak of their many noble traits of character, their eminent qualifications, their consistent earnestness, their persistent energy, and their conscientious devotion to duty. They each possess individual characteristics peculiarly their own that makes each one a strong

and potent factor in our educational evolution, and each exerts an influence that is constantly widening and reaching out until it permeates the entire system.

Number of Teachers Employed

DEPARTMENTS	1903-04			1904-05			1905-06			1906-07			1907-08		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Supervision	1	5	6	1	5	6	1	5	6	2	5	7	2	5	7
High School	5	4	9	5	5	10	5	5	10	5	5	10	4	6	10
Grammar Schools	4	14	18	3	15	18	6	13	19	5	12	17	6	11	17
Primary Schools	0	19	19	0	19	19	0	19	19	0	20	20	0	20	20
Total	10	42	52	9	44	53	12	42	54	12	42	54	12	42	54

Number of Rooms In Use

SCHOOLS	1903-04	1904-05	1905-06	1906-07	1907-08
High School	12	13	13	13	13
Allen Street School	4	4	4	4	4
Central School	9	9	9	9	9
State Street School	7	6	6	7	7
Tipton Street School	9	9	9	9	9
William Street School	12	13	13	13	13
Total	53	54	54	55	55

Average Number of Pupils to Each Teacher,
Based on Number Enrolled

DEPARTMENTS	1903-04	1904-05	1905-06	1906-07	1907-08	Average
High School	27	24	24	25	27	25
Grammar Schools	37	34	33	36	36	35
Primary Schools	43	42	43	42	41	42
Average	37	35	35	36	36	36

Huntington City Public Schools

**Average Number of Pupils to Each Teacher,
Based on Average Daily Membership**

DEPARTMENTS	1903-04	1904-05	1905-06	1906-07	1907-08	Average
High School.....	21	19	20	21	23	21
Grammar Schools.....	31	29	29	31	31	30
Primary Schools.....	35	36	38	35	36	36
Average	31	30	30	30	31	30

**Average Number of Pupils to Each Teacher,
Based on Average Daily Attendance**

DEPARTMENTS	1903-04	1904-05	1905-06	1906-07	1907-08	Average
High School.....	20	18	19	20	21	20
Grammar Schools.....	30	28	27	29	30	29
Primary Schools.....	34	34	36	33	34	34
Average	30	28	29	29	30	29

Cost of Tuition Per Pupil, Based on Number Enrolled

DEPARTMENTS	1903-04	1904-05	1905-06	1906-07	1907-08	Average
High School.....	\$32.15	\$37.19	\$36.49	\$35.82	\$34.28	\$35.19
Grammar Schools.....	16.86	18.37	19.81	19.49	19.66	18.84
Primary Schools.....	14.24	15.20	15.33	15.91	16.82	15.50
Average	17.77	19.60	20.04	20.16	20.59	19.63

Cost of Tuition Per Pupil, Based on Average Daily Membership

DEPARTMENTS	1903-04	1904-05	1905-06	1906-07	1907-08	Average
High School.....	\$40.61	\$48.91	\$44.56	\$43.37	\$40.83	\$43.66
Grammar Schools.....	19.97	21.58	22.66	23.12	23.08	22.08
Primary Schools.....	17.02	17.85	17.54	19.08	19.45	18.19
Average	21.32	23.37	23.15	24.11	24.05	23.20

Cost of Tuition Per Pupil, Based on Average Daily Attendance

DEPARTMENTS	1903-04	1904-05	1905-06	1906-07	1907-08	Average
High School.....	\$42.39	\$50.83	\$46.67	\$45.32	\$42.93	\$45.63
Grammar Schools.....	20.91	22.70	23.99	24.19	24.09	23.18
Primary Schools.....	17.67	20.14	18.53	19.97	20.37	19.34
Average	22.23	24.45	24.43	25.23	25.17	24.30

The following table gives a comparative view of the Huntington city schools with those of cities of over 8,000 population in other localities. The figures are taken from the latest published Report of the U. S. Commissioner of Education:

Comparison With Other Localities on Various Items

LOCALITY	Average Length of School Term in Days	Per cent. of Enrollment Based on Enumeration	Percentage of Boys	Per Cent. of Attendance Based on Enrollment	Average Number of Pupils to the Teacher in all Schools	Average Number of Pupils to the Teacher in High Schools	Annual Tuition per Pupil Based on Attendance	Average Daily Expenditure in Cents per Pupil Based on Attendance
Huntington.....	183	61	51.9	81	29	25	\$24.30	13
Indiana.....	173	74	50.6	79	31	23	21.13	12
Ohio.....	185	71	50.5	81	34	24	21.52	12
Michigan.....	192	75	50.5	79	33	23	20.35	11
Illinois.....	192	67	50.2	81	39	25	22.27	12
Kentucky.....	190	73	50.6	75	34	24	20.42	11
North Central States	187	74	50.5	80	35	23	21.31	11
United States.....	186	70	50.4	78	35	23	23.17	12

Teachers' Meetings

Meetings of the teachers are held as often as it seems desirable and expedient, to insure unity of purpose and co-operative effort in the management and instruction of the pupils.

The principals of the various buildings call their teachers together to discuss ways and means, and to disseminate directions and instructions in regard to the conduct of the schools.

Grade meetings are held once a month, when the supervisors meet the teachers and submit assignments of work for the month with working directions.

In these meetings the teachers display an earnestness of purpose, a spirit of progressiveness, and an eagerness to acquire information that augurs well for the success of the schools.

Teachers' Lecture Courses

In addition to the local and sectional meetings, general meetings of the teachers are held for general culture and pedagogical training.

For the past five years these have taken the form of university extension lecture courses under the auspices of the University of Chicago, and of individual lectures by prominent educational men. These lecture courses and lectures are voluntarily and unanimously supported and attended by the teachers, and they have taken an abiding interest in them and have striven faithfully and earnestly to get all the good possible out of them.

University extension courses have been given by such noted men as Dr. Richard G. Moulton (two courses), Dr. Jerome H. Raymond, Dr. Ira W. Howerth, Dr. Edwin E. Sparks, all of the faculty of the University of Chicago.

Traveling libraries, together with syllabi, have accompanied these courses of lectures. These libraries have consisted of carefully selected books on subjects supplemental to the courses of lectures given, and have freely circulated among the teachers. Those teachers desiring to do so have pursued the courses of reading and study outlined by the syllabi, taken the required examinations, and received credit at the University of Chicago for the work satisfactorily completed.

In addition to the university extension courses, lectures have been delivered by the following prominent educators and lecturers: Dr. Sylvester F. Scovel, of the University of Wooster; Dr. John P. D. John, Ex-President of DePauw University; Dr. William L. Bryan, President of Indiana University; Dr. Arnold Tompkins, Principal of Chicago Normal School; Dr. Frank W. Gunsaulus, President of Armour Institute; Pres. Lewis H. Jones, of the Michigan State Normal School; Dr. Richard G. Boone, Editor of Education; Mr. Montaville Flowers, the entertainer (two entertainments); Bishop Edwin Holt Hughes, President of DePauw University.

For the coming year the teachers have arranged for a uni-

versity extension course of lectures by William Norman Guthrie, supplemented by individual lectures by other noted educators.

These lectures have resulted in much good to the teachers, and have culminated in increased and more intelligent activity in their work in the schools, thereby materially advancing the standard of instruction given.

In recent years a growing interest has been manifested by the high school pupils in these lectures. In my opinion it would be a wise move and a sound investment for the board of education to add materially to the fund for this purpose, that additional lectures may be provided, and give the high school pupils tickets of admission to them. They have proved to be as valuable to the schools as a whole as they have to the teachers collectively.

Teachers' Library

In connection with the professional work of the teachers, the following books and magazines in the City Free Library, with many others that are more appropriately catalogued under some other head, compose the pedagogical library of the Huntington city public schools. Each of the city teachers is entitled to two personal cards, one for the general library, and one for the pedagogical library; also to one school room card, on which may be drawn not to exceed six books at any one time for reference in the school work.

This library has been used freely and extensively by those teachers who are earnestly striving to improve their professional attainments, and thus fit themselves for better work in their calling. It is a source of regret that all teachers do not take advantage of the opportunity it affords. Nevertheless, the number who do make constant use of the books, and the manifest results arising from such use in their school work, make the library one of the potent factors in advancing the character of the teaching in our schools.

Books in the Teachers' Library

General Education

Adams—Herbartian Psychology.
American Educational Cyclopaedia.
Arber, ed.—Roger Ascham.
Bain—Education as a Science.

Baldwin—Psychology Applied to
the Art of Teaching.
Bowen—Froebel.
Bryan—Plato, the Teacher.

- Bryan—Studies in Plato's Republic.
 Butler—Meaning of Education.
 Coe—Education in Religion and Morals.
 Compayre—History of Pedagogy.
 Compayre—Psychology Applied to Education.
 Davidson—Rousseau.
 Dowey—School and Society.
 Donaldson—Growth of the Brain.
 Educational Review, Vol. 9-12, 14 to date.
 Everett—Importance of Practical Education.
 Fitch—Thomas and Matthew Arnold.
 Foullee—Education from a National Standpoint.
 Froebel—Education by Development.
 Froebel—Education of Man.
 Geographical Magazine, Vol. 3, 4, and 5.
 Gill—Systems of Education.
 Gregory—Seven Laws of Teaching.
 Gulmp—Pestalozzi.
 Guyau—Education and Heredity.
 Hanus—Educational Aims and Educational Values.
 Harris—Psychologic Foundations of Education.
 Hart—Studies in American Education.
 Herbart—A B C of Sense-Perception.
 Herbart—Science of Education.
 Hopkins—Spirit of the New Education.
 Horne—Philosophy of Education.
 Hughes—Dickens as an Educator.
 Hughes—Froebel's Educational Laws.
 Huxley—Science and Education.
 Indiana School Journal, Vol. 14, 15, 28, 31, and 40 to date.
 James—Talks on Psychology and Life's Ideals.
 Jordan—Care and Culture of Men.
 Lange—Apperception.
 Laurie—Historical Survey of Pre-Christian Civilization.
 Luqueer—Hegel as Educator.
 Mann—Life and Works, 5 vol.
 Monroe—Comenius.
 Monroe—Educational Ideal.
 Montaigne—Education of Children.
 Morgan—Psychology for Teachers.
 N. E. A. Proceedings of Conference of Education, 1893, 1898-99, 1906-08.
 Painter—History of Education.
 Parker—Talks on Pedagogics.
 Payne, Joseph—Science and Art of Education.
 Payne, W. H.—Science of Education.
 Pedagogical Seminary, Vol. 3 to date.
 Pinloche—Pestalozzi.
 Public School Journal, Vol. II to date.
 Quick—Educational Reformers.
 Richter—Levana.
 Rosenkranz—Philosophy of Education.
 Rousseau—Emile, tr. by Payne.
 Rousseau—Emile, tr. by Worthington.
 Schoolmaster in Literature.
 Scripture—Thinking, Feeling, Doing.
 Smith—Evolution of Dodd.
 Sonnenschein—Cyclopaedia of Education.
 Spalding—Means and Ends of Education.
 Spalding—Thoughts and Theories of Life and Education.
 Spencer—Education.
 Thompson—Day-Dreams of a School-master.
 Titchener—Primer of Psychology.
 Tompkins—Philosophy of Teaching.
 Warner—Study of Children.
 Williams—History of Modern Education.
 Wray—Jean Mitchell's School.

Teaching and Methods

- Arnold—Waymarks for Teachers.
 Baldwin—School Management and School Methods.
 Bass—Manual for Teachers.
 Brown—Synthetic Philosophy of Expression.
 Burrage—School Sanitation and Decoration.
 Comenius—Orbis Pictus.
 Compayre—Lectures on Pedagogy.
 DeGarmo—Essentials of Method.
 DeGarmo—Herbart and the Herbartians.

- DeGarmo—Interest and Education.
 Hanus—A Modern School.
 Harris—How to Teach Natural Science.
 Hinsdale—How to Study and Teach History.
 Hinsdale—Teaching the Language Arts.
 Hopkins—Hand-Book of the Earth.
 Howe—Systematic Science Teaching.
 Howland—Practical Hints.
 Jackman—Nature Study.
 Johnson—Lessons in Needle-Work.
 Johnson—Principles and Practice of Teaching.
 Kenyon—First Years in Handicraft.
 Laurie—Institutes of Education.
 Laurie—Lectures on Language and Linguistic Method.
 MacArthur—Education in Its Relation to Manual Industry.
 McLellan—Psychology of Number.
 McMurry—General Method.
 Morrison—Ventilation.
 Newaholme—School Hygiene.
 Northend—Teacher and Parent.
 Oswald—Physical Education.
 Parker—How to Study Geography.
 Parr—Manual for the Study of Compayre.
 Pestalozzi—Leonard and Gertrude.
 Pickard—School Supervision.
 Redway—Manual of Geography.
 Rice—Course of Study in History and Literature.
 Ricks—Natural History Object Lessons.
 Ricks—Object Lessons, v. 2.
 Russel—Orthophony.
 Salomon—Hand-Book of Sloyd.
 Scott—Organic Education.
 Seidel—Industrial Instruction.
 Serbatl—Ruling Principle of Method.
 Sheldon—Lessons on Objects.
 Sherrill—Normal Question Book.
 Thompson—Drawing in Schools.
 Thompson—Hand-Book to Accompany the Eclectic System of Penmanship.
 Thring—Theory and Practice of Teaching.
 Ufer—Introduction to the Study of Herbart.
 West—Alcuin.
 White—Elements of Pedagogy.
 White—School Management.
 Winchell—Shall We Teach Geology?
 Woodward—Manual Training.

Primary and Kindergarten

- Barnard—Froebel's Kindergarten.
 Beebe—The Home Kindergarten.
 Blow—Letters to a Mother on the Philosophy of Froebel.
 Blow and Elliot—Mottoes and Commentaries of Froebel's Mother-Play.
 Blow—Songs and Music of Froebel's Mother-Play.
 Blow—Symbolic Education.
 Bradley—Color in the School Room.
 Bryant—How to Tell Stories to Children.
 Froebel—Course of Paper-Cutting.
 Froebel—Mother-Play and Nursery Songs.
 Frye—Child and Nature.
 Garrison—Parables for School and Home.
 Gregory—Practical Suggestions.
 Harrison—Study of Child-Nature.
 Hopkins—Observation Lessons.
 Hopkins—Practical Pedagogy.
 Ketchum—Kindergarten Gems.
 Kindergarten Magazine—Vol. 10 to date.
 Kraus-Boelte and Kraus—Kindergarten Guide.
 Lyschinska—Kindergarten Principles.
 Malleon—Early Training.
 Moore—Kindergarten's Manual of Drawing.
 Oppenheim—Development of the Child.
 Peabody—Lectures to Kindergarten.
 Poulsson—Finger Plays.
 Poulsson—Holiday Songs.
 Poulsson—In the Child's World.
 Proudfoot—Mother's Ideals.
 Ricks—Object Lessons, v. 1.
 Shirreff—Kindergarten at Home.
 Smith—Children of the Future.
 Tomlins—Child's Garden of Song.
 Wiebe—Paradise of Childhood.
 Wiggln—Children's Rights.

Wiggin & Smith—Froebel's Gifts.
Wiggin & Smith—Froebel's Occu-
pations.

Wiggin & Smith—Kindergarten
Principles and Practice.
Wiltse—Stories for Kindergartens.

Self-Culture

Blackie—Self-Culture.
Beveridge—Young Man and the
World.
Drysdale—Helps for Ambitious
Boys.
Drysdale—Helps for Ambitious
Girls.
DuBois—Beckoning from Little
Hands.
Forbush—The Boy Problem.

Fowler—The Boy; How to Help
Him Succeed.
Hamerton—Intellectual Life.
Harrison—Some Silent Teachers.
Hills—Man's Value to Society.
Koopman—Mastery of Books.
Learned—Ideals for Girls.
Mable—Books and Culture.
Mathews—Getting On in the World.
Matson—Knowledge and Culture.
Smiles—Self-Help.

Education of Women

Claghorn—College Training for
Women.
Crawford—College Girl of America.

Lange—Higher Education of Wom-
en in Europe.

Religious and Secular Education

Adler—Moral Instruction of Chil-
dren.
Compayre—Intellectual and Moral
Development of the Child.

DuBois—Natural Way in Moral
Training.
Hughes—Loyola.

Colleges and Universities

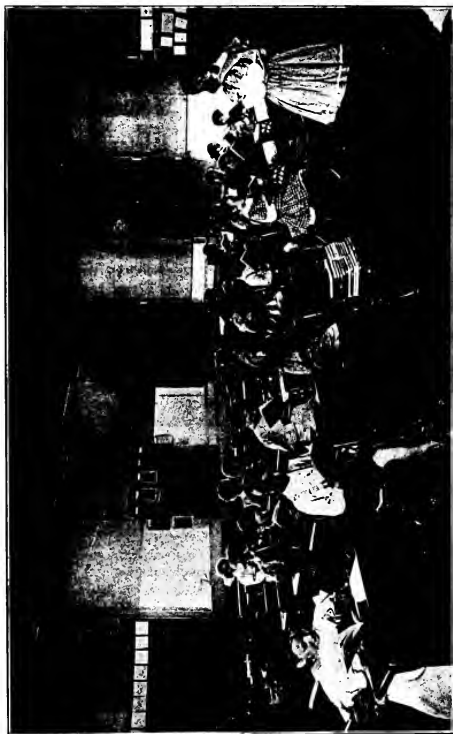
Arbutus—Indiana University.
Briggs—School, College and Char-
acter.
Brodrick—History of the Universi-
ty of Oxford.
Canfield—College Student and His
Problems.
Compayre—Abelard.
DePauw—Mirage—DePauw Univer-
sity.
Eaton—College Requirements in
English.
Four American Universities.
Franklin College Jubilee Exercises.
Harper—College Man and the Col-
lege Woman.

History of Higher Education in
Various States.
Jordan—Voice of the Scholar.
Laurie—Rise and Early Constitu-
tion of Universities.
Mullinger—History of Cambridge
University.
Newman—Idea of a University.
Notre Dame Du Lac.
Paulsen—German Universities.
Payne—English in American Uni-
versities.
Thwing—American College in
American Life.
Thwing—College Training and the
Business Man.
Thwing—Within College Walls.

Public Schools, Etc.

Barnard—National Education in
Europe.
Boone—Education in the United
States.
Davidson—Aristotle.
Davidson—Education of Greek Peo-
ple.

Dexter—History of Education in
United States.
Great Public Schools.
Hinsdale—Horace Mann.
Johnson—Country School in New
England.
Klemm—European Schools.



A READING RECITATION—SECOND GRADE

Mahaffy—Old Greek Education.
Martin—Evolution of the Massachusetts Public School System.
Rice—Public School System of the United States.
Ross—School System of Ontario.

Russell—German Higher Schools.
Seeley—Common School System of Germany.
Sharpless—English Education.
U. S. Bureau of Education—Commissioner's Reports, 1870 to date.

School Buildings and Equipment

In the matter of suitable buildings our city is well supplied. It has six large and commodious school buildings, and one library building, located as follows: High School, corner Jefferson and Matilda streets; Central Ward School, corner Jefferson and Tipton streets; William Street School, corner William and Milligan streets; Tipton Street School, corner Tipton and Division streets; State Street School, corner State and Condit streets; Allen Street School, corner Allen and Indiana streets; City Free Library, corner Matilda and Warren streets.

Most of these buildings are models of architectural beauty and convenience, and all of them are artistically decorated on the interior. With possibly one exception, they are all adequately provided with school rooms, recitation rooms, and seatings.

The exception is the High School building. The rapid growth of this school in recent years has rendered the present accommodations inadequate, and steps should be taken at once to increase the facilities in order to meet and care for the increasing attendance. There is an immediate demand for additional teaching force, but this can not be supplied with the present quarters, as no additional recitation rooms are available.

Some two years since it was thought that an addition would have to be constructed to the State Street School, but a falling off in attendance in the upper grades at this school has obviated the necessity of this, for the present at least. Should there be an unexpected increase in attendance in the upper grades, this demand would again be manifest.

Concerning the equipment of our schools with supplies, I have only words of commendation. I find the supply of working apparatus at the disposal of the teachers rapidly improving. In fact, I believe that not a single request for materials, that has received the sanction of the superintendent, has been refused.

or even curtailed. There is nothing that adds more to the spirit and working power of the teachers than to supply them with proper tools with which to work. A liberal supply of hand-books and helps to teachers, and supplementary books and appliances for the pupils, have added materially to the effectiveness of our system of schools. In supplying these, no fear need be had of wastefulness and extravagance in handling them, for the teachers are too eager to receive them and appreciate their worth too highly to fall into habits of lavishness in their use.

The Course of Study

The need, from time to time, of revising the course of study so as to bring it more into harmony with the latest and best educational opinion, and thus keep pace with the progress of the age, is a matter that all understand and appreciate. A course of study should not be a dead thing, that suffers no change in the midst of shifting ideals and changes of educational practice; on the contrary, the course of study represents from the school standpoint that which inventions and improvements of various kinds represent in the field of art and manufactures; it is, so to speak, the school teacher's chart, which, like the mariner's chart, should show the best routes that may be pursued to reach the desired end.

The course of study has been greatly amplified and made more full and complete in every way since the last published report. In this revision and amplification great care has been exercised to keep constantly in mind the great fundamental truths and principles upon which a psychological course of study is based. It has been the constant aim to mark the way so clearly and definitely that the teacher can not go astray. With this end in view, in outlining the work in each subject, the fundamentals have been clearly defined, and the pedagogy carefully worked out. Definite and concise directions have been given for the development of each subject. A course of study should be a working manual in the hands of the teacher, a source from which she may draw inspiration and helpful directions in her daily work.

The revisions represent the latest, best, and most approved thought of the present day along those lines. They have been

prepared with great care, and are believed to be well adapted to the present needs of our city schools.

Length of School Sessions

The actual number of days the schools have been in session for the past five years is as follows:

1903-04.....	183
1904-05.....	184
1905-06.....	183
1906-07.....	183
1907-08.....	182

The length of the school year has been ten months of twenty days each, or two hundred days in all. The county teachers' institute, legal holidays, and other days upon which the schools have been closed, have reduced the actual time that the schools have been in session to the number of days given above.

Occasionally complaints come to us that the school year is too long, that the schools begin too early in the autumn, and close too late in the spring. This complaint, however, comes from but few, and by no means voices the sentiment of a majority of the patrons of the schools.

The average length of the school year in the United States, in cities of 8,000 inhabitants and over, as given in the latest published Report of the U. S. Commissioner of Education, is 185.9 days. Thus it will be seen that we are below, instead of above the average.

The average number of days our schools have been in session for each of the past five years is 183, which is less than one-half day more than one-half the time. All of the cities of the country require a definite amount of work from the pupils; and, in order that our schools may hold their place in the front rank, we must do this amount of work, and do it as well as the best. It is better to extend this instruction over a sufficient length of term to do it properly than to undertake to crowd it into fewer months.

Very few of our pupils can spend their vacations in the mountains, upon the seashore, or at lake resorts. The great majority must remain in the city; and, on account of their

youthfulness, are unable to find employment, and consequently are idle. They must spend their time in small yards, upon the streets, or in the alleys. Our school houses and grounds would be much better places for them, for they are large and beautiful, well lighted and ventilated. They are healthy and happy places for the children at all seasons of the year.

Instead of being a detriment to the children, it would be the best thing that could happen to them if the board of education had sufficient funds to keep the schools in session the entire year, six days in the week. Vacations and Saturdays undo half the work that the schools accomplish. One of the growing problems in our cities is what to do with the children during the long summer vacation, and it is receiving serious consideration by those interested in the welfare of the people. It is being partially solved in many cities by the establishment of vacation schools. Our citizens have a very large sum of money invested in their school plant, and it is not very wise economy that so much capital should lie idle half of the time. Such a custom would not be tolerated in any other line of business.

The school year as it now is, therefore, is none too long for the proper accomplishment of the work absolutely required in the best school systems. To shorten the term would necessitate the curtailing of the curriculum, or increasing the pressure upon the pupils by requiring the year's work to be done in less time. Neither alternative is advisable or desirable.

Enumeration, Enrollment, Average Daily Membership, and Average Daily Attendance

YEAR	ENUMERATION			ENROLLMENT			MEMBERSHIP			ATTENDANCE		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1903-04.....	1419	1327	2746	893	817	1710	758	667	1425	723	644	1367
1904-05.....	1450	1293	2743	845	818	1663	717	678	1395	687	646	1333
1905-06.....	1386	1272	2658	877	809	1686	765	695	1460	728	655	1383
1906-07.....	1527	1362	2889	905	801	1706	752	674	1426	719	644	1363
1907-08.....	1479	1358	2837	881	823	1704	759	700	1459	726	668	1394

Percentages Based on Preceding Tables

YEAR	ENROLLMENT ON ENUMERATION			MEMBERSHIP ON ENROLLMENT			ATTENDANCE ON ENROLLMENT			ATTENDANCE ON MEMBERSHIP		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1903-04.....	61	62	62	85	82	83	81	79	80	95	97	96
1904-05.....	58	63	61	85	83	84	81	79	80	96	95	96
1905-06.....	63	64	63	87	86	87	83	81	82	95	94	95
1906-07.....	59	59	59	83	84	84	79	81	80	96	96	96
1907-08.....	60	61	60	86	85	86	82	81	82	96	95	96

The above tables show that the school population of the city has increased slowly during the past five years. Great care has been exercised in taking the enumeration each year. Special care has been taken to avoid duplications in enrollment, so that the figures given in the tables are accurate.

Annual Enrollment, Average Daily Membership, and Average Daily Attendance by Departments

YEAR	HIGH SCHOOL			GRAMMAR SCHOOLS			PRIMARY SCHOOLS		
	Enrollment	Membership	Attendance	Enrollment	Membership	Attendance	Enrollment	Membership	Attendance
1903-04.....	240	190	182	662	559	534	808	676	651
1904-05.....	243	185	178	619	527	501	801	683	654
1905-06.....	243	199	190	627	548	518	816	713	675
1906-07.....	253	209	200	617	520	497	836	697	666
1907-08.....	268	225	214	615	524	502	821	710	678

Number of Pupils Enrolled by Departments

DEPARTMENTS	1903-04		1904-05		1905-06		1906-07		1907-08	
	First Term	Second Term	First Term	Second Term	First Term	Second Term	First Term	Second Term	First Term	Second Term
High School.....	202	212	205	199	207	214	216	228	230	242
Grammar Schools.....	638	616	588	574	603	610	568	572	564	566
Primary Schools.....	817	764	828	798	866	782	806	743	818	765
Total	1657	1592	1621	1571	1676	1606	1590	1543	1612	1573

Average Daily Membership by Departments

DEPARTMENTS	1903-04		1904-05		1905-06		1906-07		1907-08	
	First Term	Second Term	First Term	Second Term	First Term	Second Term	First Term	Second Term	First Term	Second Term
High School.....	189	192	186	184	198	201	207	211	217	233
Grammar Schools.....	570	548	525	528	542	553	516	524	520	529
Primary Schools.....	713	638	704	663	734	692	717	677	739	680
Total	1472	1378	1415	1375	1474	1446	1440	1412	1476	1442

Average Daily Attendance by Departments

DEPARTMENTS	1903-04		1904-05		1905-06		1906-07		1907-08	
	First Term	Second Term	First Term	Second Term	First Term	Second Term	First Term	Second Term	First Term	Second Term
High School.....	182	183	178	178	189	190	198	202	208	220
Grammar Schools.....	555	513	500	503	516	520	496	497	499	505
Primary Schools.....	686	615	670	637	696	655	684	649	710	645
Total	1423	1311	1348	1318	1401	1365	1378	1348	1417	1370

Number of Pupils Enrolled by Schools

SCHOOLS	1903-04		1904-05		1905-06		1906-07		1907-08	
	First Term	Second Term	First Term	Second Term	First Term	Second Term	First Term	Second Term	First Term	Second Term
High School.....	202	212	205	199	207	214	216	228	230	242
Allen Street School....	148	142	163	163	190	182	166	170	170	151
Central School.....	307	303	315	301	331	297	297	284	313	291
State Street School....	237	227	216	204	217	228	263	232	271	254
Tipton Street School...	334	304	325	320	334	306	280	276	278	266
William Street School...	429	404	397	384	397	379	368	353	350	369
Total	1657	1592	1621	1571	1676	1606	1590	1543	1612	1573

Average Daily Membership by Schools

SCHOOLS	1903-04		1904-05		1905-06		1906-07		1907-08	
	First Term	Second Term	First Term	Second Term	First Term	Second Term	First Term	Second Term	First Term	Second Term
High School.....	189	192	186	184	198	201	207	211	217	233
Allen Street School....	135	130	140	133	164	155	153	154	152	141
Central School.....	276	251	265	263	298	276	268	262	280	267
State Street School....	203	176	182	165	173	193	225	211	241	219
Tipton Street School...	284	266	279	274	278	268	255	250	250	245
William Street School...	385	363	363	356	363	353	332	324	336	337
Total	1472	1378	1415	1375	1474	1446	1440	1412	1476	1442

Average Daily Attendance by Schools

SCHOOLS	1903-04		1904-05		1905-06		1906-07		1907-08	
	First Term	Second Term	First Term	Second Term	First Term	Second Term	First Term	Second Term	First Term	Second Term
High School.....	182	183	178	178	189	190	198	202	208	220
Allen Street School	131	123	136	127	158	147	147	149	148	135
Central School.....	267	246	254	252	283	263	257	249	269	251
State Street School	197	171	173	160	162	182	216	200	233	210
Tipton Street School...	276	246	258	259	260	246	239	236	236	230
William Street School..	370	342	349	342	349	337	321	312	323	324
Total	1423	1311	1348	1318	1401	1365	1378	1348	1417	1370

Number of Pupils Enrolled by Grades

GRADES	1903-04		1904-05		1905-06		1906-07		1907-08	
	First Term	Second Term	First Term	Second Term	First Term	Second Term	First Term	Second Term	First Term	Second Term
High School.....	202	212	205	199	207	214	216	228	230	242
Eighth Grade.....	155	151	96	100	108	118	112	102	99	100
Seventh Grade.....	110	98	137	135	165	163	133	130	118	120
Sixth Grade.....	184	194	183	161	150	147	146	142	149	153
Fifth Grade.....	189	173	172	178	180	182	177	198	198	193
Fourth Grade.....	177	175	182	202	217	201	206	178	180	171
Third Grade.....	204	204	221	204	204	202	178	173	193	197
Second Grade.....	209	186	205	208	206	168	184	182	193	175
First Grade.....	227	199	220	184	239	211	238	210	252	222
Total	1657	1592	1621	1571	1676	1606	1590	1543	1612	1573

Average Daily Membership by Grades

GRADES	1903-04		1904-05		1905-06		1906-07		1907-08	
	First Term	Second Term	First Term	Second Term	First Term	Second Term	First Term	Second Term	First Term	Second Term
High School.....	189	192	186	184	198	201	207	211	217	233
Eighth Grade.....	140	132	88	90	99	107	103	98	95	96
Seventh Grade.....	98	87	123	137	152	148	117	118	106	111
Sixth Grade.....	162	174	161	140	134	138	133	130	136	139
Fifth Grade.....	170	155	153	161	157	160	163	178	183	183
Fourth Grade.....	156	132	157	168	185	175	184	166	164	151
Third Grade.....	177	178	191	175	177	179	161	157	175	185
Second Grade.....	182	161	170	171	173	154	165	171	175	157
First Grade.....	198	167	186	149	199	184	207	183	225	187
Total	1472	1378	1415	1375	1474	1446	1440	1412	1476	1442

Average Daily Attendance by Grades

GRADES	1903-04		1904-05		1905-06		1906-07		1907-08	
	First Term	Second Term	First Term	Second Term	First Term	Second Term	First Term	Second Term	First Term	Second Term
High School.....	182	183	178	178	189	190	198	202	208	220
Eighth Grade.....	135	123	84	86	93	100	100	92	91	93
Seventh Grade.....	95	82	117	130	145	137	113	112	102	105
Sixth Grade.....	160	163	154	132	128	131	127	124	130	133
Fifth Grade.....	165	145	145	155	150	152	156	169	176	174
Fourth Grade.....	151	144	150	162	176	165	176	160	158	144
Third Grade.....	170	168	184	166	169	167	153	149	170	177
Second Grade.....	176	150	161	164	165	147	158	165	168	148
First Grade.....	189	153	175	145	186	176	197	175	214	176
Total	1423	1311	1348	1318	1401	1365	1378	1348	1417	1370

Number of Pupils Enrolled by Months

MONTHS	1903-04	1904-05	1905-06	1906-07	1907-08
September	1530	1479	1524	1501	1516
October.....	1549	1479	1530	1508	1526
November.....	1552	1471	1498	1481	1521
December.....	1533	1465	1489	1466	1516
January.....	1489	1440	1484	1447	1508
February	1517	1459	1517	1484	1543
March	1538	1457	1506	1480	1526
April.....	1485	1448	1510	1468	1513
May.....	1438	1406	1462	1447	1478
June.....	1381	1357	1400	1403	1443
Average	1501	1446	1492	1469	1509

Average Daily Membership by Months

MONTHS	1903-04	1904-05	1905-06	1906-07	1907-08
September.....	1465	1402	1487	1439	1455
October.....	1485	1413	1471	1460	1487
November.....	1489	1422	1463	1443	1481
December.....	1474	1425	1499	1429	1483
January.....	1435	1415	1453	1430	1473
February	1416	1398	1468	1449	1469
March	1399	1411	1446	1440	1472
April	1398	1413	1481	1424	1453
May	1359	1360	1409	1413	1425
June.....	1353	1301	1426	1372	1392
Average	1427	1396	1460	1430	1459

Average Daily Attendance by Months

MONTHS	1903-04	1904-05	1905-06	1906-07	1907-08
September.....	1436	1344	1439	1381	1407
October.....	1449	1356	1411	1403	1435
November.....	1450	1362	1411	1384	1415
December.....	1410	1351	1427	1376	1424
January.....	1377	1318	1381	1378	1402
February	1308	1337	1405	1393	1371
March	1324	1351	1359	1369	1399
April	1321	1354	1397	1360	1378
May	1303	1298	1354	1349	1366
June.....	1292	1254	1373	1324	1337
Average	1367	1333	1396	1372	1394



BASKETRY—FOURTH GRADE

The following tables give a comparative view of the schools on various items:

1903-04

SCHOOLS	Number Enrolled for the Year	Average Daily Membership	Average Daily Attendance	Per Cent. of Attendance	Number of Cases of Tardiness	Number of Minutes Lost by Tardiness	Number of Cases of Corporal Punishment	Number of Grade Library Books Read
High School.....	240	190	182	95.8	85	449	0	
Allen Street School...	159	132	127	96.2	12	91	17	1207
Central School.....	322	264	257	97.3	84	413	43	2123
State Street School...	234	190	184	96.8	84	287	64	1954
Tipton Street School.	301	275	261	94.9	90	506	83	2784
William Street School	454	374	356	95.2	136	839	54	2624
Total.....	1710	1425	1367	95.9	491	2585	261	10692

1904-05

SCHOOLS	Number Enrolled for the Year	Average Daily Membership	Average Daily Attendance	Per Cent. of Attendance	Number of Cases of Tardiness	Number of Minutes Lost by Tardiness	Number of Cases of Corporal Punishment	Number of Grade Library Books Read
High School.....	243	185	178	96.2	106	473	0	
Allen Street School..	175	136	131	96.3	15	143	15	1166
Central School.....	321	264	253	95.8	76	324	39	1972
State Street School...	208	174	167	95.9	94	397	46	1458
Tipton Street School.	298	276	259	93.8	61	275	28	1851
William Street School	418	360	345	95.8	86	408	62	2041
Total.....	1663	1395	1333	95.6	438	2020	190	8488

1905-06

SCHOOLS	Number Enrolled for the Year	Average Daily Membership	Average Daily Attendance	Per Cent. of Attendance	Number of Cases of Tardiness	Number of Minutes Lost by Tardiness	Number of Cases of Corporal Punishment	Number of Grade Library Books Read
High School.....	243	199	190	95.5	139	426	0	
Allen Street School..	183	160	152	95.	20	125	13	1219
Central School.....	274	287	273	95.1	67	295	13	1501
State Street School...	198	183	172	94.	86	369	23	1670
Tipton Street School.	321	273	253	92.6	114	458	22	1859
William Street School	467	358	343	95.8	127	638	38	2710
Total.....	1686	1460	1383	94.7	553	2311	109	8959

1906-07

SCHOOLS	Number Enrolled for the Year	Average Daily Membership	Average Daily Attendance	Per Cent. of Attendance	Number of Cases of Tardiness	Number of Minutes Lost by Tardiness	Number of Cases of Corporal Punishment	Number of Grade Library Books Read
High School.....	253	209	200	95.7	244	1001	0	
Allen Street School..	179	153	148	96.8	11	46	10	717
Central School.....	310	265	253	95.5	91	349	5	999
State Street School...	267	218	208	95.6	97	271	18	2423
Tipton Street School.	302	253	237	93.7	98	358	18	1092
William Street School	395	328	317	96.7	92	421	21	900
Total.....	1706	1426	1363	95.6	633	2446	72	6131

1907-08

SCHOOLS	Number Enrolled for the Year	Average Daily Membership	Average Daily Attendance	Per Cent. of Attendance	Number of Cases of Tardiness	Number of Minutes Lost by Tardiness	Number of Cases of Corporal Punishment	Number of Grade Library Books Read
High School.....	268	225	214	95.1	303	1534	0	
Allen Street School..	161	147	141	95.9	6	75	7	1040
Central School.....	324	273	261	95.6	83	455	0	278
State Street School...	277	230	221	96.1	75	270	16	1618
Tipton Street School.	292	247	233	94.3	93	486	27	1709
William Street School	382	337	324	96.1	84	324	11	2140
Total.....	1704	1459	1394	95.5	644	3144	61	6785

The following tables give the data in the foregoing tables arranged upon a different basis:

Number Enrolled For the Year

SCHOOLS	1903-04	1904-05	1905-06	1906-07	1907-08	Average for the Five Years
High School.....	240	243	243	253	268	249.4
Allen Street School.....	159	175	183	179	161	171.4
Central School.....	322	321	274	310	324	310.2
State Street School.....	234	208	198	267	277	236.8
Tipton Street School.....	301	298	321	302	292	302.8
William Street School..	454	418	467	395	382	423.2
Total.....	1710	1663	1686	1706	1704	1693.8

Average Daily Membership

SCHOOLS	1903-04	1904-05	1905-06	1906-07	1907-08	Average for the Five Years
High School.....	190	185	199	209	225	201.6
Allen Street School.....	132	136	160	153	147	145.6
Central School.....	264	264	287	265	273	270.6
State Street School.....	190	174	183	218	230	199
Tipton Street School.....	275	276	273	253	247	264.8
William Street School...	374	360	358	328	337	351.4
Total.....	1425	1395	1460	1426	1459	1433

Average Daily Attendance

SCHOOLS	1903-04	1904-05	1905-06	1906-07	1907-08	Average for the Five Years
High School.....	182	178	190	200	214	192.8
Allen Street School.....	127	131	152	148	141	139.8
Central School.....	257	253	273	253	261	259.4
State Street School.....	184	167	172	208	221	190.4
Tipton Street School.....	261	259	253	237	233	248.6
William Street School...	356	345	343	317	324	337
Total.....	1367	1333	1383	1363	1394	1368

Per Cent. of Attendance

SCHOOLS	1903-04	1904-05	1905-06	1906-07	1907-08	Average for the Five Years
High School.....	95.8	96.2	95.5	95.7	95.1	95.6
Allen Street School.....	96.2	96.3	95	96.8	95.9	96
Central School.....	97.3	95.8	95.1	95.5	95.6	95.9
State Street School.....	96.8	95.9	94	95.6	96.1	95.7
Tipton Street School.....	94.9	93.8	92.6	93.7	94.3	93.9
William Street School...	95.2	95.8	95.8	96.7	96.1	95.9
Total.....	95.9	95.6	94.7	95.6	95.5	95.5

Number of Cases of Tardiness

SCHOOLS	1903-04	1904-05	1905-06	1906-07	1907-08	Average for the Five Years
High School.....	85	106	139	244	303	175.4
Allen Street School.....	12	15	20	11	6	12.8
Central School.....	84	76	67	91	83	80.2
State Street School.....	84	94	86	97	75	87.2
Tipton Street School....	90	61	114	98	93	91.2
William Street School...	136	86	127	92	84	105
Total.....	491	438	553	633	644	551.8

Number of Minutes Lost by Tardiness

SCHOOLS	1903-04	1904-05	1905-06	1906-07	1907-08	Average for the Five Years
High School.....	449	473	426	1001	1534	776.6
Allen Street School.....	91	143	125	46	75	96
Central School.....	413	324	295	349	455	367.2
State Street School.....	287	397	369	271	270	318.8
Tipton Street School....	506	275	458	358	486	416.6
William Street School...	839	408	638	421	324	526
Total.....	2585	2020	2311	2446	3144	2501.2

The last two tables above do not present a very flattering report, especially in the High School. I trust that the reports for the next five years will show a material improvement in the matter of tardiness.

Number of Cases of Corporal Punishment

SCHOOLS	1903-04	1904-05	1905-06	1906-07	1907-08	Average for the Five Years
High School.....	0	0	0	0	0	0
Allen Street School.....	17	15	13	10	7	12.4
Central School.....	43	39	13	5	0	20
State Street School.....	64	46	23	18	16	33.4
Tipton Street School....	83	28	22	18	27	35.6
William Street School...	54	62	38	21	11	37.2
Total.....	261	190	109	72	61	138.6

The foregoing table presents a splendid showing for the

schools. While I am not prepared to say that corporal punishment should be entirely abolished, yet I believe that it should be reduced to a minimum consistent with good government. The reports for the next five years should show a considerable reduction in the number of cases of corporal punishment.

Number of Grade Library Books Read by Pupils

SCHOOLS	1903-04	1904-05	1905-06	1906-07	1907-08	Average for the Five Years
High School.....	*	*	*	*	*	*
Allen Street School.....	1207	1166	1219	717	1040	1069.8
Central School.....	2123	1972	1501	999	278	1374.6
State Street School.....	1954	1458	1670	2423	1618	1824.6
Tipton Street School....	2784	1851	1859	1092	1709	1859
William Street School...	2624	2041	2710	980	2140	2083
Total.....	10692	8488	8959	6131	6785	8211

*There are no grade libraries in the High School.

MERIT ROLL

It has been the custom for many years, under this head, to publish the names of all pupils in the city schools who have been neither absent nor tardy—that is, all who have attended the full number of days the schools have been in session each year, and who have been punctual at each session. I deem it well to continue this custom, for it encourages the pupils to more regular and prompt attendance. The "Merit Roll" for each of the past five years is as follows:

Merit Roll for 1903-04

Apple, Neva	Dinlus, David A.	Hurd, Cato B.
Bair, Ina	Ertzinger, Florence	Johnson, Manda
Barnes, Amy S.	Faurot, Ivan D.	Kelsey, Alice B.
Blinn, Hilda M.	Faurot, Norval	Kelsey, Knowlton H.
Bowers, Lee M.	Fausz, Sophia A.	Landis, Ernest C.
Bowers, Lillian	First, Emery A.	Landis, Julia
Bridge, Villas L.	Hartman, George L.	Lawver, Virgil
Buehler, Albert	Heavy, Ruth	Leverton, Ralph O.
Butler, Dean K.	Helser, Fred	Lininger, Ray F.
Cunningham, Fern I.	Hier, Ruby A.	Mayne, Bessie A.
Davis, Roy	Hier, Zelma F.	Mayne, Esther M.
Deerwester, Sadie B.	High, Harold G.	McCabe, Gordon B.
Dickinson, Marshall	Hooker, Laurel L.	McClure, Lucille

McConkey, Edith
Miller, Floe
Miller, Gladys L.
Miltonberger, Geo. W.
Minnich, Harry
Morrison, Justin A.
Morse, Pearl B.
Newcomb, Nellie M.
Paul, Charles M.

Plummer, Florence M.
Quick, Guy H.
Quick, Von K.
Redman, Estella M.
Redman, Harold D.
Singer, Walter M.
Skidmore, Samuel W.
Spencer, Paul W.
Swafford, Bessie M.

Swafford, Edith P.
Swafford, Jennie E.
Swan, Carl G.
Trovinger, Raymond
Weese, Robert P.
Woehner, Vanessa T.
Wolsieffer, Fred J.
Young, Earl J.

Merit Roll for 1904-05

Allen, Hazel K.
Barnes, Amy S.
Barnes, Russell C.
Bash, Henry E.
Beal, Donald E.
Beal, Dorel L.
Bolton, Earl
Bonewitz, Charles B.
Bowers, Lee M.
Bowers, Lillian
Bridge, Vilas L.
Brubaker, Troy D.
Brumbaugh, Agnes
Buchor, Roy
Buzzard, Bertha
Cuzzard, Bruce L.
Cain, Gladys
Cline, Donald
Corell, Marie D.
Daltry, Thomas C.
Davidson, Alice G.
Davis, Freda M.
Davis, Lloyd E.
Deeds, Ethel M.
Deeds, Glenn E.
Deeds, Marion E.
Delorme, Adele E. A.
Dinius, David A.
Ertzinger, Florence
Farling, Addie S.
Farling, Wilbur R.
Faurot, Ivan D.
Ferguson, Ross R.
Forst, Russell
Fosnaugh, Helen
Furste, Waldron J.
Garretson, Adaline
Gesaman, Howard F.
Haag, Harold E.

Ham, Wilbur J.
Hamer, Darwin
Heaston, Edna
Helm, Opal M.
Helser, Fred
Hessin, Nellie E.
Hler, Glenn O.
Hler, Ruby A.
High, Harold G.
Hoffman, Earl L.
Holden, Claire E.
Hullinger, Wilbur
Hurdle, Guy
Kacy, Kathleen
Kalb, May
Kelsey, Alice B.
Kelsey, Knowlton H.
Kiser, Ray F.
Koch, Henry J.
Lavine, Chester L.
Lawrence, Elmer J.
Lawrence, Emma E.
Lawrence, Inez C.
Lesh, John M.
Leverson, Garrett H.
Leverson, Ralph O.
Link, Maud
Mader, Charles L.
Mayne, Bessie A.
Mayne, Esther M.
McCalley, Frank
McConkey, Edith
Miller, Gladys L.
Morrison, Justin
Newcomb, Dean B.
Oren, Helen
Patten, Walter
Paul, Velma I.
Pavey, Esther L.

Plummer, Florence M.
Price, Hessin
Prince, George H.
Raver, Clyde C.
Redman, Estella M.
Richwine, Watson
Schearer, Edwin
Schelber, Mabel
Sheets, Marion
Shideler, Howard H.
Shideler, Mark
Shock, Charles F.
Shoemaker, Eldon E.
Shoemaker, Gladys
Shoemaker, Harry A.
Shutt, Ora
Singer, Anna M.
Skidmore, Samuel W.
Somers, Robert
Strauss, Donald G.
Stulta, Garr
Swafford, Edith P.
Swafford, Jennie E.
Terflinger, Laveta
Trusler, Garnett B.
Turney, Martha A.
VanAntwerp, Helen H.
Vernon, Gladys
Ware, Elbert D.
Weber, Paul G.
Windemuth, Harmon W.
Winebrenner, Fred E.
Wolf, Ida E.
Wolf, Mattie M.
Wright, Lucile
Young, Earl J.
Young, Pearl W.
Zink, Louise.

Merit Roll for 1905-06

Baker, Marie K.
Barnes, Russell C.
Booth, Agnes I.

Booth, Helen A.
Bowers, David P.
Bowers, Lee M.

Bowers, Lillian
Branstrator, Ethel
Brenneman, Archie K.

Brenneman, Opal	Heavey, Ruth	Paul, Ford M.
Burket, Charles	Helm, Opal M.	Paul, Grace
Buzzard, Bruce L.	Helser, Fred	Plummer, Florence M.
Byler, Wilfred	Hendricks, Milo	Pressler, Winfield
Campbell, Paul	Henry, Otto C.	Provines, June
Chenoweth, Ray N.	Hesslin, Nellie E.	Rex, Faye
Clark, Helen	High, Harold G.	Rodger, George C.
Clark, Mabel I.	Hoffman, Earl L.	Sellers, Reuben
Click, Bertha	Holden, Claire E.	Shennefield, Ray E.
Corell, Marie D.	Hook, Eugene E.	Shideler, Howard H.
Crist, Clifford	Hosler, Kenneth	Shock, Charles F.
Davidson, Hazel D.	Kreamer, Ethel	Shoemaker, Glen A.
Deeds, Ethel M.	Landis, Julia	Shutt, Ora
Deeds, Marion E.	Landis, Ruth A.	Siles, Mary E.
Denls, Mildred E.	Lawrence, Emma E.	Skiles, Helen
Dinlus, David A.	Lawrence, Mary	Smith, Clara Elizabeth
Doell, Karl	Lawver, Eldon T.	Stalder, Roman
Ellis, Glenn	Lawver, Virgil	Stevens, Robert W.
Ertzinger, Florence	Lesh, John M.	Stults, Garr
Falck, Fred F.	Linsinger, Ray F.	Swafford, Ernest
Faurot, Norval	March, Earl L.	Thompson, June
Favorite, Nellie G.	McCabe, Donald G.	Trovinger, Ina L.
Ferguson, Ross R.	McCabe, Gordon B.	Vornerder, Ruth
Fisher, Marie	McClure, Lucile	Wakel, Inza M.
Folk, Jessie M.	McConkey, Edith	Ware, Elbert D.
Fry, Malinda C.	McConnell, Virginia	Webb, Muriel
Garretson, Adaline	Mentzer, Mamie	Weber, Modjeska
Gesaman, Howard F.	Miller, Clyde	Weber, Paul G.
Ginger, Leland D.	Miller, Gladys L.	Whitacre, Hazel F.
Gooley, Hazel B.	Miller, Paul J.	Winebrenner, Fred E.
Grayston, Mary E. V.	Miltonberger, Geo. W.	Wright, Bertha
Grossman, Gladys M.	Morse, Arthur M.	Wright, Clarence
Haag, Harold E.	Morse, Donald E.	Wright, Lucile
Hanellne, Ralph G.	Newcomb, Dean B.	Young, Pearl W.
Hanellne, Verlin	Oren, Hazel E.	Young, Susanna
Hawkins, Edwin R.	Paul, Charles M.	

Merit Roll for 1906-07

Andrews, Clifford	Erehart, Mark G.	Kirkendall, Arline
Baker, Faye	Fanning, Edith	Kiser, Ralph
Baker, Marie K.	Favorite, Nellie G.	Klein, Margaret
Bendel, Louis	First, Emery A.	Lawrence, Inez C.
Bowers, Lee M.	Fisher, Paul R.	Lawver, Virgil
Bowers, Lillian	Fleck, Bernice E.	Lowman, Hazel
Brann, Dorothy M.	Folk, Jessie M.	McCabe, Donald G.
Brenneman, Archie K.	Folk, Ora O.	McCabe, Gordon B.
Brock, Clifford	Gesaman, Howard F.	McClelland, Myra
Brock, Lealle F.	Gilkey, Anna M.	McKinley, Irla
Buzzard, Inez	Grayston, Kendrick	McKinley, Leslie
Cleveland, Marcia	Haag, Harold E.	Miller, Imo
Click, Bertha	Helney, Emmett C.	Miltonberger, Geo. W.
Cone, Harry	Helm, Velma B.	Monroe, George
Cook, Edna	Holmes, Harry	Morse, Arthur M.
Corell, Marie D.	Horrell, Marie	Morse, Donald E.
Couch, Earl N.	Johnson, Lennart	Myers, Bessie L.
Deeds, Marion E.	Johnson, Sarah K.	Paul, Charles M.
Doub, Marshall	Jones, Charles	Pressler, Winfield
Ellis, Glenn	Kenower, Josephine	Provines, June

Rex, Faye
Scheerer, Edwin
Schoerer, Hayden
Schelber, Mabel
Shaw, Mary
Sheller, Lawrence F.
Shoemaker, Gladys
Sites, Mary E.
Skiles, Helen
Smith, Edna
Smith, Lawrence
Spencer, H. Donovan

Stalder, Roman
Stanch, Lester C.
Stevens, Robert W.
Stonebraker, Dale
Strauss, Donald G.
Summers, Clive
Taylor, Esme A.
Taylor, Lillian M.
Tobias, Glenn D.
Tourney, Grace
VanAntwerp, Helen H.
VanAntwerp, Nellie

Walkel, Inza M.
Walkel, James D.
Webb, Muriel
Weber, Modjeska
Weisman, Lucile M.
Wolf, Mattie
Wright, Bertha
Wright, Clarence
Wright, Lucile
Wright, Myrtle
Young, Earl J.
Zent, Vera

Merit Roll for 1907-08

Aldridge, Amy F.
Bash, Philip P.
Bollinger, Dale
Bowers, Lee M.
Brann, Dorothy, M.
Brenneman, Opal
Brown, Marie V.
Brumbaugh, Agnes
Chapman, John
Clark, Calvin B.
Daltry, Thomas C.
Diftenbaugh, Roy F.
Dungan, Eldon R.
Dungan, Lucile
Ertzinger, Florence L.
Evans, Harry D.
Evans, Herman
Favorite, Nellie G.
Furste, Mary L.
Furste, Waldron J.
Glass, Fretz
Haag, Arthur
Haag, Harold E.

Heavey, Ruth
Heiney, Donald R.
Helsner, Fred
Hier, Zelma F.
Hook, Eugene E.
Hurd, Gerald
Jackson, Frank
Jackson, Frank L.
Johnson, Sarah K.
Kirkendall, Frieda V.
Kussmaul, Ernest
Lee, Miriam
McCabe, Donald G.
McCabe, Gordon B.
McKinley, Irla
Miller, Clyde A.
Miller, Colign W.
Miller, Hershel
Miller, Imo
Miltonberger, Geo. W.
Newcomb, Dean B.
Park, Bernice A.
Prince, George H.

Sites, Mary E.
Spencer, H. Donovan
Stewart, Ralph
Stouder, Nondus
Stults, Garr
Swafford, Bessie M.
Swafford, Edith P.
Swafford, Ernest
Tillman, Charles
Tugendreich, Beulah
VanAntwerp, Nellie
Webb, Muriel
Weese, Donald
Weisman, Lucile M.
Wells, May E.
Winebrenner, Fred E.
Wooley, Harry
Wright, Lucile
Wright, Myrtle
Young, Earl J.
Young, Mary
Zent, Vera

STARS

As a separate and distinguished honor, it has been customary to list all pupils on the "Merit Roll" who have maintained a standing of 100 per cent. in deportment for every month in the year as "Stars." This list, then, includes all pupils who have been present every day during the school year, who have not been tardy during the entire year, and who have received 100 per cent. in deportment every month in the year. The "Stars" for each of the past five years are as follows:

Stars for 1903-04

Amy S. Barnes
Harold G. High

Esther M. Mayne
Florence M. Plummer

Estella M. Redman

Stars for 1904-05

Amy S. Barnes
Dorel L. Beal
Inez C. Lawrence

Esther M. Mayne
Velma I. Paul
Florence M. Plummer

Howard H. Shideler
Martha A. Turney

Stars for 1905-06

Opal Brenneman
Ray N. Chenoweth
Nellie G. Favorite

Edith McConkey
Virginia McConnell
Florence M. Plummer

Howard H. Shideler
Muriel Webb

Stars for 1906-07

Marcia Cleveland
Nellie G. Favorite
Velma B. Helm

Hazel Lowman
Mabel Schelber
Muriel Webb

Mattie Wolf
Vera Zent

Stars for 1907-08

Dorothy M. Brann
Arthur Haag

Miriam Lee
Bessie M. Swafford

Edith P. Swafford
Lucile Wright

Irregular School Attendance

The greatest hindrance to the successful work of the schools is the irregular attendance of pupils. No other thing is so demoralizing to the continuity and effectiveness of the instruction. If parents could only be made to realize the importance and necessity of having their children regularly and continuously in school, there would be a great reduction in the absence. Many parents seem to think that it makes little or no difference if a pupil is absent for a day or so, that he will easily make it up after he returns to school. The fact is that he never makes it up; he has missed something that he will never again have an opportunity to receive.

Many parents are very thoughtless in this regard. They keep their children out of school on account of the most trivial circumstances—a task or an errand to perform that could just as well be done out of school hours, or a visit to friends in the country or a neighboring town, and dozens of other unnecessary reasons.

All of this is very demoralizing to the pupil and inimical to the formation of correct habits. It minimizes the importance of his school work, and leads him to be thoughtless and frivolous in keeping appointments promptly and regularly. A child can learn no more important lesson than that of promptness



FREE-HAND DRAWING—FIFTH GRADE

and regularity in the performance of duty. The want of this sterling characteristic in people leads to more failures in the business world than all other causes combined.

Irregular attendance is not only demoralizing to the individual at fault, but to the entire school as well. When a pupil who has been absent returns to school, he fails to fit in his class, and the time of his teachers, which rightfully belongs to the pupils who are regular in attendance, must be consumed in readjusting him to his proper place. Thus, by his absence, he has not only brought injury to himself, but to the entire school.

Of course we recognize that there will always be some necessary absence on account of unavoidable reasons, such as sickness, death, etc.; but I think it can safely be said that fully one-half, if not two-thirds, of the absence could be avoided if parents would exercise the proper care in keeping their children in school. Hundreds of children attend the entire year with scarcely a day's absence. If these faithful ones can do this, certainly the vast majority of the balance could attend with very little absence. There is no reason why the average per cent. of attendance should not approximate 98 or 99.

Parents should realize that by training their children in regularity and punctuality in attendance at school, as well as in other affairs, they are doing them the greatest possible service, and inculcating habits that will prove invaluable to their success in all of their undertakings. Unnecessary irregularity and lack of promptness and punctuality beget in the child a spirit of indifference, listlessness, aimlessness, and helplessness, that will prove detrimental, not only to his school work, but to his life's work.

One of the most deplorable effects of irregular attendance in school is that many children fall behind in their studies, and drop out of their classes. As a result, they find themselves classified with children much younger. This often leads to discouragement, and frequently causes pupils to drop out of school.

A careful study of the children of our city public schools, made during the past year, disclosed the facts set out in the following tables as to the ages of pupils from the first to the twelfth grades:

**Ages of Boys in the Elementary Schools Arranged by Grades,
Based on Enrollment For Second Term of 1907-08**

GRADES	6 yr	7 yr	8 yr	9 yr	10 yr	11 yr	12 yr	13 yr	14 yr	15 yr	16 yr
Eighth Grade.....						7	2	22	12	10	2
Seventh Grade.....						23	24	9	3		1
Sixth Grade.....					8	28	34	7	5		
Fifth Grade.....				9	42	29	18	8	2		
Fourth Grade.....			6	41	35	13	8	5			
Third Grade.....		20	62	19	10	2			1		
Second Grade.....	8	58	22	9							
First Grade.....	78	23	2	1							
Total.....	86	101	92	79	95	79	85	66	29	13	3

**Ages of Girls in the Elementary Schools Arranged by Grades,
Based on Enrollment For Second Term of 1907-08**

GRADES	6 yr	7 yr	8 yr	9 yr	10 yr	11 yr	12 yr	13 yr	14 yr	15 yr	16 yr
Eighth Grade.....							5	28	13	7	1
Seventh Grade.....						6	22	19	11	1	
Sixth Grade.....					4	31	16	13	8	1	
Fifth Grade.....				6	36	28	17	3	1		
Fourth Grade.....			3	36	23	7	1	1		1	
Third Grade.....		10	49	22	4	5	1				
Second Grade.....	6	60	15	10	1						
First Grade.....	101	24	2								
Total.....	107	94	69	74	68	77	62	64	33	10	1

**Ages of Total Pupils in the Elementary Schools Arranged by Grades,
Based on Enrollment For Second Term of 1907-08**

GRADES	6 yr	7 yr	8 yr	9 yr	10 yr	11 yr	12 yr	13 yr	14 yr	15 yr	16 yr
Eighth Grade.....							7	50	25	17	3
Seventh Grade.....						13	45	43	20	4	1
Sixth Grade.....					12	59	50	20	13	1	
Fifth Grade.....				15	78	57	35	11	3		
Fourth Grade.....			9	77	58	20	9	6		1	
Third Grade.....		30	111	41	14	7			1		
Second Grade.....	14	118	37	19	1						
First Grade.....	179	47	4	1							
Total.....	193	195	161	153	163	156	147	130	62	23	4

Ages of Boys in the High School Arranged by Classes, Based on Enrollment For Second Term of 1907-08

CLASSES	13 yr	14 yr	15 yr	16 yr	17 yr	18 yr	19 yr
Senior Class.....				1	6	7	2
Junior Class.....			1	8	6	1	
Sophomore Class.....		4	10	8	1	1	
Freshman Class.....	7	17	19	8	2		
Total.....	7	21	30	25	15	9	2

Ages of Girls in the High School Arranged by Classes, Based on Enrollment For Second Term of 1907-08

CLASSES	13 yr	14 yr	15 yr	16 yr	17 yr	18 yr	19 yr
Senior Class.....			1	5	9	10	1
Junior Class.....			2	5	6	2	
Sophomore Class.....	1	6	12	9	5	1	
Freshman Class.....	15	19	21	2	1		
Total.....	16	25	36	21	21	13	1

Ages of Total Pupils in the High School Arranged by Classes, Based on Enrollment For Second Term of 1907-08

CLASSES	13 yr	14 yr	15 yr	16 yr	17 yr	18 yr	19 yr
Senior Class.....			1	6	15	17	3
Junior Class.....			3	13	12	3	
Sophomore Class.....	1	10	22	17	6	2	
Freshman Class.....	22	36	40	10	3		
Total.....	23	46	66	46	36	22	3

Collecting the data given in the above tables, and arranging it in a form to present it more vividly and strikingly to the eye, we get the following tables:

**Number of Boys of Normal Age and Number Younger and Older Than
Normal Age For the Class or Grade**

CLASSES AND GRADES	Normal Age for the Class or Grade	Two Years Younger	One Year Younger	NORMAL AGE	One Year Older	Two Years Older	Three Years Older	Four Years Older	Five Years Older	Six Years Older
Senior Class.....	17 Years		1	6	7	2				
Junior Class.....	16 Years		1	8	6	1				
Sophomore Class..	15 Years		4	10	8	1	1			
Freshman Class..	14 Years		7	17	19	8	2			
Eighth Grade....	13 Years		2	22	12	10	2			
Seventh Grade....	12 Years		7	23	24	9	3	1		
Sixth Grade.....	11 Years		8	28	34	7	5			
Fifth Grade.....	10 Years		9	42	29	18	8	2		
Fourth Grade.....	9 Years		6	41	35	13	8	5		
Third Grade.....	8 Years		20	62	19	10	2			1
Second Grade....	7 Years		8	58	22	9				
First Grade.....	6 Years			78	23	2	1			
Total			73	395	238	90	32	8		1

**Number of Girls of Normal Age and Number Younger and Older Than
Normal Age For the Class or Grade**

CLASSES AND GRADES	Normal Age for the Class or Grade	Two Years Younger	One Year Younger	NORMAL AGE	One Year Older	Two Years Older	Three Years Older	Four Years Older	Five Years Older	Six Years Older
Senior Class.....	17 Years	1	5	9	10	1				
Junior Class.....	16 Years		2	5	6	2				
Sophomore Class..	15 Years	1	6	12	9	5	1			
Freshman Class..	14 Years		15	19	21	2	1			
Eighth Grade....	13 Years		5	28	13	7	1			
Seventh Grade....	12 Years		6	22	19	11	1			
Sixth Grade.....	11 Years		4	31	16	13	8	1		
Fifth Grade	10 Years		6	36	28	17	3	1		
Fourth Grade....	9 Years		3	36	23	7	1	1		1
Third Grade.....	8 Years		10	49	22	4	5	1		
Second Grade....	7 Years		6	60	15	10	1			
First Grade.....	6 Years			101	24	2				
Total		2	68	408	206	81	22	4		1

Number of Total Pupils of Normal Age and Number Younger and Older Than Normal Age For the Class or Grade

CLASSES AND GRADES	Normal Age for the Class or Grade	Two Years Younger	One Year Younger	NORMAL AGE	One Year Older	Two Years Older	Three Years Older	Four Years Older	Five Years Older	Six Years Older
Senior Class.....	17 Years	1	6	15	17	3				
Junior Class.....	16 Years		3	13	12	3				
Sophomore Class..	15 Years	1	10	22	17	6	2			
Freshman Class...	14 Years		22	36	40	10	3			
Eighth Grade.....	13 Years		7	50	25	17	3			
Seventh Grade....	12 Years		13	45	43	20	4	1		
Sixth Grade.....	11 Years		12	59	50	20	13	1		
Fifth Grade.....	10 Years		15	78	57	35	11	3		
Fourth Grade.....	9 Years		9	77	58	20	9	6		1
Third Grade.....	8 Years		30	111	41	14	7	1		1
Second Grade.....	7 Years		14	118	37	19	1			
First Grade.....	6 Years			179	47	4	1			
Total		2	141	803	444	171	54	12		2

Percentages Based on Table of Boys

CLASSES AND GRADES	Normal Age for the Class or Grade	Two Years Younger	One Year Younger	NORMAL AGE	One Year Older	Two Years Older	Three Years Older	Four Years Older	Five Years Older	Six Years Older
Senior Class.....	17 Years		6	38	44	12				
Junior Class.....	16 Years		6	50	38	6				
Sophomore Class..	15 Years		17	42	33	4	4			
Freshman Class...	14 Years		13	32	36	15	4			
Eighth Grade.....	13 Years		4	46	25	21	4			
Seventh Grade....	12 Years		10	34	36	13	5	2		
Sixth Grade.....	11 Years		10	34	41	9	6			
Fifth Grade.....	10 Years		8	39	27	17	7	2		
Fourth Grade.....	9 Years		6	38	32	12	7	5		
Third Grade.....	8 Years		17	54	17	9	2			1
Second Grade.....	7 Years		8	60	23	9				
First Grade.....	6 Years			75	22	2	1			
Total			8.7	47.2	28.4	10.8	3.8	1		.1

Percentages Based on Table of Girls

CLASSES AND GRADES	Normal Age for the Class or Grade	Two Years Younger	One Year Younger	NORMAL AGE	One Year Older	Two Years Older	Three Years Older	Four Years Older	Five Years Older	Six Years Older
Senior Class.....	17 Years	4	19	35	38	4				
Junior Class.....	16 Years		13	34	40	13				
Sophomore Class..	15 Years	3	18	35	26	15	3			
Freshman Class...	14 Years		26	33	36	3	22			
Eighth Grade.....	13 Years		9	52	24	13	22			
Seventh Grade...	12 Years		10	37	32	19	2			
Sixth Grade.....	11 Years		6	42	22	18	11	1		
Fifth Grade.....	10 Years		7	39	31	19	3	1		
Fourth Grade.....	9 Years		5	50	32	10	1			1
Third Grade.....	8 Years		11	54	24	4	6	1		
Second Grade.....	7 Years		7	65	16	11	1			
First Grade.....	6 Years			79	19	2				
Total .....		.3	8.6	51.5	26	10.2	2.8	.5		.1

Percentages Based on Table of Total Pupils

CLASSES AND GRADES	Normal Age for the Class or Grade	Two Years Younger	One Year Younger	NORMAL AGE	One Year Older	Two Years Older	Three Years Older	Four Years Older	Five Years Older	Six Years Older
Senior Class.....	17 Years	2	14	36	41	7				
Junior Class.....	16 Years		9.5	42	39	9.5				
Sophomore Class..	15 Years	2	17	38	29	10	4			
Freshman Class...	14 Years		20	32	36	9	3			
Eighth Grade.....	13 Years		7	49	24	17	3			
Seventh Grade...	12 Years		10	36	34	16	3	1		
Sixth Grade.....	11 Years		8	38	32	13	8	1		
Fifth Grade.....	10 Years		8	39	29	18	6	1		
Fourth Grade.....	9 Years		5	43	32	11	5	3		1
Third Grade.....	8 Years		14	54	20	7	3	1		1
Second Grade.....	7 Years		7	62	20	10	1			
First Grade.....	6 Years			77	20	2	1			
Total .....		.1	8.7	49.3	27.3	10.5	3.3	.7		.1

The above tables show an appalling discrepancy in the

classification of pupils on the basis of age. As will be seen, less than one-half are regularly so classified; and, as they advance upward in the course, the discrepancy becomes greater.

Of course much of this can be accounted for from causes other than irregular attendance. Many pupils are physically and mentally unable to keep pace with the regular class; others are indolent and lazy, and do not put forth the necessary effort to keep up; while others lose standing by frequent removals from one locality to another, where the courses of study and standards are at variance. Nevertheless, when all such are eliminated, it will be found that a very large per cent. will remain that is traceable directly to irregular attendance.

An interesting fact is noticeable from the above tables: a larger per cent. of girls than boys remain normally in the regular classes, while fewer forge ahead or drop behind. Whether or not this is universally true, can only be determined from data gathered through a series of years and from different localities. I trust that other schools will take up this line of investigation and gather data upon which generalities may be predicated.

Dropping Out of School

One of the vital problems with which the schools, not only in this city but in other cities throughout the country, have to deal is the large number of pupils who leave school permanently before completing the prescribed course of study. This is a matter of serious import, and materially affects the intelligence of the coming generation of citizens.

Why so many children leave school and neglect to accept the privileges offered by our public schools, and why so many of our citizens show such a seeming lack of interest in the highest welfare of their children, is a matter of conjecture. While much has been said as to the causes leading to this deplorable situation, and many suggestions and remedies offered for its amelioration, yet the question is far from a solution.

There are many forces at work that cause children, especially in the upper grammar grades and the high school, to leave school at an early age. One potent reason has already been given, that of irregular attendance, which causes pupils to become discouraged on account of dropping behind their classes.

Another strong influence is the desire, and sometimes necessity, on the part of both parents and pupils, to engage in vocations to earn the means of subsistence. Some pupils lack the physical or mental strength to do the work satisfactorily, while others lack energy or interest.

Many suggestions and remedies have been given, but they only partially solve the problem. The enrichment of the course of study, and the offer of more options in the selection of work, would cause many to remain in school because of greater interest and better opportunities. The addition to the grammar grades of manual training and domestic science has caused many to remain in school who otherwise would have been lost. The commercial course has had the same effect in the high school. I believe the extension of manual training and domestic science to the high school would hold many others who are now constantly dropping out. A very important step along this line would be the education of our citizens to a proper appreciation of the value of a good education for their children; for, after all is said that can be said upon this important subject, the fact remains that a large part of the burden of the blame for children dropping out of school rests with the parents.

I sincerely trust that parents will co-operate with the teachers in securing a decided improvement in the attendance of the pupils in the schools in the future. It will not only result in benefit to the individual pupils whose attendance is improved, but it will also be a boon to the other pupils who are faithful in attendance, since it will remove a very disturbing element that has interfered with their progress. No one has a moral right to commit an act that will in any manner work injury to another. Such a course is dishonorable, and should not be tolerated by those who are disposed to be honest and fair in all of their dealings with their fellow men. If parents will give serious consideration to this question, I feel very sure that they will at once resolve to put forth every effort in their power to bring about a signal improvement. The welfare, prosperity, and success of their children depend upon it, for the habits of regularity and promptness thus formed will prove to be a large part of their equipment for success in after years.

The following table shows the number and per cent. of pupils permanently withdrawing from the schools during the past year:

Losses by Withdrawals For the Year 1907-08

CLASSES AND GRADES	FIRST TERM		SECOND TERM		THE YEAR		
	Enrollment for the Term	Lost by Withdrawal	Enrollment for the Term	Lost by Withdrawal	Average Term Enrollment	Average Term Loss	Per Cent. of Loss
Senior Class.....	34	0	42	0	38	0	0
Junior Class.....	43	5	31	1	37	3	8.1
Sophomore Class.....	47	3	58	5	52.5	4	7.6
Freshman Class.....	106	6	111	10	108.5	8	7.4
Eighth Grade.....	99	6	100	9	99.5	7.5	7.5
Seventh Grade.....	118	16	120	24	119	20	16.8
Sixth Grade.....	149	16	153	14	151	15	9.9
Fifth Grade.....	198	18	193	11	195.5	14.5	7.4
Fourth Grade.....	180	19	171	25	175.5	22	12.5
Third Grade.....	193	22	197	17	195	19.5	10
Second Grade.....	193	17	175	13	184	15	8.2
First Grade.....	252	27	222	13	237	20	8.4
Total.....	1612	155	1573	142	1592.5	148.5	9.3

The above table shows only the pupils who withdrew during the term. It does not take into account those who withdrew during the summer vacation. This, no doubt, would greatly augment the figures given.

Congestion of Lower Grades and Depletion of Upper Grades

These two causes, the falling behind of pupils, and others permanently dropping out of school, have resulted in a very unequal distribution of pupils through the different grades. Beginning with the first grade, we see a rapidly decreasing number in each succeeding upper grade until we reach the graduating class.

Of course it must be admitted that, under the most favorable conditions, this must necessarily be a constantly decreasing series; but it should not be as rapid as it actually is.

The following table shows the condition as it exists in the Huntington schools. While it looks bad enough on its face, yet it is only an index of the situation all over the country. In fact, I think it is scarcely a true exponent; for, by a careful comparison with other school systems, I find that our schools are far above the average in this respect:

Average Enrollment by Classes and Grades, and Average Number of Graduates For the Past Five Years

CLASSES AND GRADES	1903-04	1904-05	1905-06	1906-07	1907-08	Average for the Five Years
Graduates.....	22	28	26	31	38	29
Senior Class.....	27	33	38	41	51	38
Junior Class.....	40	42	36	47	34	40
Sophomore Class.....	60	56	57	54	60	57
Freshman Class.....	113	112	110	111	120	113
Eighth Grade.....	126	117	121	137	107	122
Seventh Grade.....	179	147	157	151	135	154
Sixth Grade.....	176	185	171	164	168	173
Fifth Grade.....	181	170	178	165	205	180
Fourth Grade.....	198	173	172	188	186	183
Third Grade.....	175	172	185	191	211	187
Second Grade.....	206	219	218	214	190	209
First Grade.....	229	237	241	243	234	237

Taking the average number of pupils enrolled in the first grade, as shown in the above table, as a basis, and computing the percentages of pupils enrolled in each of the upper grades, we get the following table:

Percentage of Pupils Entering the First Grade Who Advance to the Upper Grades and Graduate From the High School

CLASSES AND GRADES	Per Cent.
Graduates.....	12
Senior Class.....	16
Junior Class.....	17
Sophomore Class.....	24
Freshman Class.....	48
Eighth Grade.....	51
Seventh Grade.....	65
Sixth Grade.....	73
Fifth Grade.....	76
Fourth Grade.....	77
Third Grade.....	79
Second Grade.....	88
First Grade.....	100



SEWING—SIXTH GRADE

Taking the average number of pupils enrolled in the first year of the high school as a basis, and computing the percentages for each of the upper classes in the high school and for the number of graduates, we get the following table for the high school alone:

Percentage of Pupils Entering the First Year of the High School Who Advance to the Upper Classes and Graduate

CLASSES	Per Cent.
Graduates	26
Senior Class.....	34
Junior Class.....	35
Sophomore Class.....	50
Freshman Class.....	100

The foregoing tables explode the popular fallacy, that the great leakage in the school attendance lies between the eighth grade and the first year of the high school. The figures in the above tables show it to be between the first and second years of the high school. This should not be, and steps should be taken to prevent this great loss of pupils at this stage in their course. The teachers should put forth every effort to hold the pupils in school at this point by simplifying the work of the first year in the high school, and bringing it easily within the comprehension and ability of the pupils, and arousing their interest in the work to the highest pitch.

When the pupil comes from the grammar school to the high school, he necessarily finds considerable change in plans and methods of work, and it takes him some time to adjust himself to the new conditions and environment. During this probationary period, the teacher should not attempt to force too much or too difficult work upon him. He should study the pupil and acquaint himself with his capabilities and characteristics, and seek to arouse his interest in the work. This being accomplished, he will make progress later on. In the beginning the all-important thing is to arouse the interest of the pupil, for it is a vital element in all successful school work. As well attempt to run an engine without steam as to try to get effect-

ive work out of a boy or girl who is not interested in what he is doing.

Compulsory Education

The compulsory education law, approved March 11, 1901, was a step in the right direction; and, if adequately enforced, would have a salutary effect upon the attendance in the public schools. When public education is so amply provided for, and made so free and accessible to all, no matter what their condition in life, it would seem that it were wholly unnecessary to make laws compelling people to take advantage of it. Unfortunately, however, there are parents who do not appear to appreciate this priceless privilege of securing for their children a liberal education without cost; or who, in their selfishness, do not have the welfare of their children sufficiently at heart to enable them to sacrifice their slight wage-earning capacity long enough to enable them to acquire the rudiments of an elementary education; and so, for the protection of the community, as well as the children themselves, it is necessary to pass laws to compel them to keep their children in school regularly for a term of years.

There are several respects in which the law might be improved. First and foremost, more adequate provision should be made for its enforcement. More truant officers should be provided, and they should be required to perform their duties more faithfully. Counties like Huntington are entirely too populous for one truant officer to look after all cases of truancy. A city as large as Huntington should have a truant officer who devotes his entire time to the pupils of the city alone.

The age limit should be advanced to at least sixteen years, or until the pupil has completed the eight years of the elementary course.

Violations of the law are too often condoned, or passed by unnoticed. If a few more examples were made of derelict parents, they would learn to respect the law, and there would be far less violations.

Report of Truant Officer

Huntington, Huntington County, Indiana.

Report of the Truant Officer for the City of Huntington, Huntington County, Indiana, to the State Superintendent of Public Instruction

or State Board of Truancy, as required by Section 5, of an Act concerning the Education of Children, approved March 11, 1901, commonly known as the Compulsory Education Law.

This report should be made immediately after the close of the Schools in each Truant Officer's District, and promptly mailed to the Superintendent of Public Instruction, Indianapolis.

1. Number of Pupils brought into School by the enforcement of the Compulsory Law.....	18
2. Number of these attending Private or Parochial Schools....	2
3. Number of these attending Public Schools.....	16
4. Number of visits made.....	298
5. Number of children to whom assistance was given to enable them to attend school.....	16
6. Number of those receiving assistance who attended Private or Parochial Schools.....	0
7. Number of those receiving assistance who attended Public Schools	16
8. Total cost of the assistance given.....	\$ 29 50
9. Total number days spent by Truant Officer in his work....	90
10. Allowance made the Truant Officer (90 days at \$2.00 per day)	180 00
11. Number of prosecutions for violations of the law.....	0

I, Charles E. Knee, Truant Officer for Huntington County, do hereby certify that the within and foregoing report is true and complete, to the best of my knowledge and belief.

CHARLES E. KNEE, Truant Officer.

The following are the summaries of the annual reports for the four years immediately preceding the year just closed, with comparison with previous year's report in each instance:

Summaries of Annual Reports For the Year Ending June 3, 1904, and Comparison With Previous Year's Reports

Number of children enumerated—Males, 1419; Females, 1327.	
Total	2746.
Increase	41.
Number enrolled for the year—Males, 893; Females 817.	
Total	1710.
Decrease	38.
Enrollment for 1st term, 1657; 2nd term, 1592.	
Per cent. of enrollment on enumeration.....	62.3
Decrease	2.3
Average daily membership.....	1425.
Decrease	55.
Per cent. of membership on enrollment.....	83.3
Decrease	1.4
Average daily attendance.....	1367.
Decrease	46.
Per cent. of attendance on membership.....	95.9
Increase .....	.4
Average number of pupils neither absent nor tardy per month....	771.
Decrease	63.
Number of visits made to school by parents and friends.....	1463.
Decrease	320.
Number of cases of tardiness.....	491.
Increase	93.

Time lost by tardiness.....	43 hours, 5 minutes
Increase.....	6 hours, 29 minutes
Average daily membership per room.....	36.
Increase.....	1.
Number of teachers employed.....	62.
Increase.....	1.
Average daily attendance per room.....	35.
Increase.....	1.
Number of pupils neither absent nor tardy for the year.....	65.
Decrease.....	31.
Enrollment in High School:	
1st term: Males, 103; Females, 99; Total.....	202.
2nd term: Males, 92; Females, 120; Total.....	212.
Year: Males, 106; Females, 134; Total.....	240.
Decrease.....	4.
Average daily membership in High School.....	190.
Same as last year.....	
Average daily attendance in high school.....	182.
Decrease.....	1.
Number of pupils remaining at the close of the year.....	1327.
Increase.....	64.

**Summaries of Annual Reports for the Year Ending June 2, 1905, and
Comparison With Previous Year's Reports**

Number of children enumerated—Males, 1450; Females, 1293.	
Total.....	2743.
Decrease.....	3.
Number enrolled for the year—Males, 846; Females, 818.	
Total.....	1663.
Decrease.....	47.
Enrollment for 1st term, 1621; 2nd term, 1571.	
Per cent. of enrollment on enumeration.....	60.6
Decrease.....	1.7
Average daily membership.....	1395.
Decrease.....	30.
Per cent. of membership on enrollment.....	83.9
Increase.....	.6
Average daily attendance.....	1333.
Decrease.....	34.
Per cent. of attendance on membership.....	95.6
Decrease.....	.3
Average number of pupils neither absent nor tardy per month....	732.
Decrease.....	39.
Number of visits made to school by parents and friends.....	2093.
Increase.....	630.
Number of cases of tardiness.....	438.
Decrease.....	53.
Time lost by tardiness.....	33 hours, 40 minutes
Decrease.....	9 hours, 25 minutes
Average daily membership per room.....	34.
Decrease.....	2.
Number of teachers employed.....	53.
Increase.....	1.
Average daily attendance per room.....	33.
Decrease.....	2.
Number of pupils neither absent nor tardy for the year.....	116.
Increase.....	51.

Enrollment in the High School:	
1st term: Males, 88; Females, 117; Total.....	205.
2nd term: Males, 91; Females, 108; Total.....	199.
Year: Males, 112; Females, 131; Total.....	243.
Increase	3.
Average daily membership in High School.....	185.
Decrease	5.
Average daily attendance in High School.....	178.
Decrease	4.
Number of pupils remaining at the close of the year.....	1321.
Decrease	6.

Summaries of Annual Reports For the Year Ending June 8, 1906, and
Comparison With Previous Year's Reports

Number of children enumerated: Males, 1386; Females, 1272.	
Total	2658.
Decrease	85.
Number enrolled for the year: Males, 877; Females, 809.	
Total	1686.
Increase	23.
Enrollment for 1st term, 1676; 2nd term, 1606.	
Per cent. of enrollment on enumeration.....	63.4
Increase	2.8
Average daily membership.....	1460.
Increase	65.
Per cent. of membership on enrollment.....	86.6
Increase	2.7
Average daily attendance.....	1383.
Increase	50.
Per cent. of attendance on membership.....	94.7
Decrease .....	.9
Average number of pupils neither absent nor tardy per month.....	838.
Increase	106.
Number of visits made to school by parents and friends.....	
Decrease	1802.
Decrease	291.
Number of cases of tardiness.....	
Increase	553.
Increase	115.
Time lost by tardiness.....	
.....	38 hours, 31 minutes
Increase	4 hours, 51 minutes
Average daily membership per room	37.
Increase	3.
Number of teachers employed.....	54.
Increase	1.
Average daily attendance per room.....	35.
Increase	2.
Number of pupils neither absent nor tardy for the year.....	116.
Same as last year.	
Enrollment in High School:	
1st term: Males, 90; Females, 117; Total.....	207.
2nd term: Males, 93; Females, 121; Total.....	214.
Year: Males, 107; Females, 136; Total.....	243.
Same as last year.	
Average daily membership in High School.....	199.
Increase	14.
Average daily attendance in High School.....	190.
Increase	12.
Number of pupils remaining at the close of the year.....	1352.
Increase	31.

**Summaries of Annual Reports For the Year Ending May 31, 1907, and
Comparison With Previous Year's Reports**

Number of children enumerated: Males, 1527; Females, 1362.	
Total	2889.
Increase	231.
Number enrolled for the year: Males, 905; Females, 801.	
Total	1706.
Increase	20.
Enrollment for 1st term, 1590; 2nd term, 1543.	
Per cent. of enrollment on enumeration.....	59.1
Decrease	4.3
Average daily membership.....	1426.
Decrease	34.
Per cent. of membership on enrollment.....	83.6
Decrease	3.
Average daily attendance.....	1363.
Decrease	20.
Per cent. of attendance on membership.....	95.6
Increase .....	.8
Average number of pupils neither absent nor tardy per month.....	888.
Increase	50.
Number of cases of tardiness.....	633.
Increase	80.
Time lost by tardiness.....	40 hours, 46 minutes
Increase	2 hours, 15 minutes
Average daily membership per room.....	35.
Decrease	2.
Number of teachers employed.....	54.
Same as last year.	
Average daily attendance per room.....	34.
Decrease	1.
Number of pupils neither absent nor tardy for the year.....	96.
Decrease	20.
Enrollment in High School:	
1st term: Males, 97; Females, 119; Total.....	216.
2nd term: Males, 105; Females, 123; Total.....	228.
Year: Males, 115; Females, 138; Total.....	253.
Increase	10.
Average daily membership in High School.....	209.
Increase	10.
Average daily attendance in high school.....	200.
Increase	10.
Number of pupils remaining at the close of the year.....	1305.
Decrease	47.

The following tables give the summaries of the annual reports for the year just closed, arranged upon various bases, together with comparison with previous year's report.

SUMMARIES OF ANNUAL REPORTS

For the Year Ending May 29, 1908

Report of Boys by Grades

BOYS	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School	Total
Enrollment for the Year	108	103	114	111	111	90	73	49	122	881
Average Term Enrollment	115	102	105	105	104	79	63	47	107	827
Average Monthly Enrollment	106	96	102	98	100	75	58	46	103	784
Number Received by New Enrollment	148	114	107	110	103	81	61	50	107	881
Number Received by Readmission	126	99	61	62	55	44	35	11	75	568
Number Received by Transfer	70	88	106	95	103	83	61	42	33	681
Number Lost by Withdrawal	143	117	84	86	71	63	55	17	72	708
Number Lost by Suspension	13	6	0	5	2	3	0	1	27	57
Number Lost by Transfer	110	99	99	94	95	74	49	43	18	681
Number Lost by Death	0	0	0	1	0	0	0	0	0	1
Average Daily Membership	101	92	98	95	98	73	56	45	101	759
Average Daily Attendance	96	88	95	90	94	70	53	44	96	726
Number of Cases of Tardiness	43	22	31	21	29	27	24	21	150	368
Number of Minutes Lost by Tardiness	226	134	191	139	105	112	68	90	467	1532
Number of Corporal Punishments	0	10	17	14	14	3	2	1	0	61
Number Neither Absent Nor Tardy	2	4	3	6	6	6	4	6	2	39
Number of Visitors, Males	138	148	43	3	7	29	27	2	0	397
Number of Grade Library Books Read		785	598	1019	897	202	85	112		3698

Report of Girls by Grades

GIRLS	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School	Total
Enrollment for the Year	126	87	97	75	94	78	62	58	146	823
Average Term Enrollment	123	82	90	70	91	72	56	53	129	766
Average Monthly Enrollment	111	78	85	66	87	67	54	51	126	725
Number Received by New Enrollment	159	82	93	78	95	73	59	54	130	823
Number Received by Readmission	132	83	57	59	65	56	37	24	57	570
Number Received by Transfer	69	91	89	70	82	66	53	47	41	608
Number Lost by Withdrawal	155	95	73	79	78	67	57	33	76	713
Number Lost by Suspension	14	1	1	0	2	4	0	1	0	23
Number Lost by Transfer	102	86	85	73	83	61	52	41	25	608
Number Lost by Death	0	0	0	0	0	0	0	0	0	0
Average Daily Membership	105	74	82	63	85	65	52	50	124	700
Average Daily Attendance	99	70	79	61	81	62	50	48	118	668
Number of Cases of Tardiness	44	18	27	9	8	10	3	4	153	276
Number of Minutes Lost by Tardiness	219	51	146	35	27	56	7	4	1067	1612
Number of Corporal Punishments	0	0	0	0	0	0	0	0	0	0
Number Neither Absent Nor Tardy	2	3	1	2	1	4	4	2	10	29
Number of Visitors, Females	46	37	59	64	59	27	30	30	0	352
Number of Grade Library Books Read		742	409	702	747	197	182	108		3087

Report of Total Pupils by Grades

TOTAL	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School	Total
Enrollment for the Year.....	234	190	211	186	205	168	135	107	268	1704
Average Term Enrollment.....	238	184	195	175	195	151	119	100	236	1593
Average Monthly Enrollment.....	217	174	187	164	187	142	112	97	229	1509
Number Received by New Enrollment.....	307	196	200	188	198	154	120	104	237	1704
Number Received by Readmission.....	258	182	118	121	120	100	72	35	132	1138
Number Received by Transfer.....	139	179	195	165	185	149	114	89	74	1289
Number Lost by Withdrawal.....	298	212	157	165	149	130	112	50	148	1421
Number Lost by Suspension.....	27	7	1	5	4	7	0	2	27	80
Number Lost by Transfer.....	212	185	184	167	178	135	101	84	43	1289
Number Lost by Death.....	0	0	0	1	0	0	0	0	0	1
Average Daily Membership.....	206	166	180	158	183	138	108	95	225	1459
Average Daily Attendance.....	195	158	174	151	175	132	103	92	214	1394
Number of Cases of Tardiness.....	87	40	58	30	37	37	27	25	303	644
Number of Minutes Lost by Tardiness.....	445	185	337	174	132	168	75	94	1534	3144
Number of Corporal Punishments.....	0	10	17	14	14	3	2	1	0	61
Number Neither Absent Nor Tardy.....	4	7	4	8	7	10	8	8	12	68
Number of Visitors.....	184	185	102	67	66	56	57	32	0	749
Number of Grade Library Books Read.....		1527	1007	1721	1644	399	267	226		6785

Report of Boys by Departments

BOYS	Primary Schools	Grammar Schools	High School	Total
Enrollment for the Year.....	436	323	122	881
Average Term Enrollment.....	427	293	107	827
Average Monthly Enrollment.....	402	279	103	784
Number Received by New Enrollment.....	479	295	107	881
Number Received by Readmission.....	348	145	75	568
Number Received by Transfer.....	359	289	33	681
Number Lost by Withdrawal.....	430	206	72	708
Number Lost by Suspension.....	24	6	27	57
Number Lost by Transfer.....	402	261	18	681
Number Lost by Death.....	1	0	0	1
Average Daily Membership.....	386	272	101	759
Average Daily Attendance.....	369	261	96	726
Number of Cases of Tardiness.....	117	101	150	368
Number of Minutes Lost by Tardiness.....	690	375	467	1332
Number of Corporal Punishments.....	41	20	0	61
Number Neither Absent Nor Tardy.....	15	22	2	39
Number of Visitors, Males.....	332	65	0	397
Number of Grade Library Books Read.....	2402	1296		3698

Report of Girls by Departments

GIRLS	Primary Schools	Grammar Schools	High School	Total
Enrollment for the Year.....	385	292	146	823
Average Term Enrollment.....	365	272	129	766
Average Monthly Enrollment.....	340	259	126	725
Number Received by New Enrollment.....	412	281	130	823
Number Received by Readmission.....	331	182	57	570
Number Received by Transfer.....	319	248	41	608
Number Lost by Withdrawal.....	402	235	76	713
Number Lost by Suspension.....	16	7	0	23
Number Lost by Transfer.....	346	237	25	608
Number Lost by Death.....	0	0	0	0
Average Daily Membership.....	324	252	124	700
Average Daily Attendance.....	309	241	118	668
Number of Cases of Tardiness.....	98	25	153	276
Number of Minutes Lost by Tardiness.....	451	94	1067	1612
Number of Corporal Punishments.....	0	0	0	0
Number Neither Absent Nor Tardy.....	8	11	10	29
Number of Visitors, Females.....	206	146	0	352
Number of Grade Library Books Read.....	1853	1234		3087

Report of Total Pupils by Departments

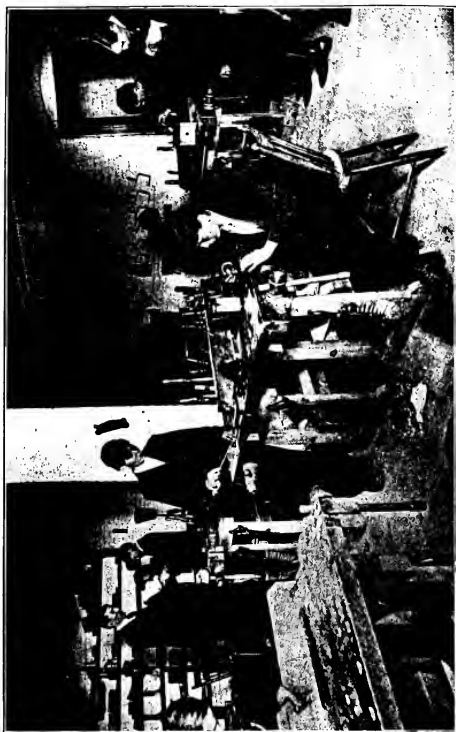
TOTAL	Primary Schools	Grammar Schools	High School	Total
Enrollment for the Year.....	821	615	268	1704
Average Term Enrollment.....	792	565	236	1593
Average Monthly Enrollment.....	742	538	229	1509
Number Received by New Enrollment.....	891	576	237	1704
Number Received by Readmission.....	679	327	132	1138
Number Received by Transfer.....	678	537	74	1289
Number Lost by Withdrawal.....	832	441	148	1421
Number Lost by Suspension.....	40	13	27	80
Number Lost by Transfer.....	748	498	43	1289
Number Lost by Death.....	1	0	0	1
Average Daily Membership.....	710	524	225	1459
Average Daily Attendance.....	678	502	214	1394
Number of Cases of Tardiness.....	215	126	303	644
Number of Minutes Lost by Tardiness.....	1141	469	1534	3144
Number of Corporal Punishments.....	41	20	0	61
Number Neither Absent Nor Tardy.....	23	33	12	68
Number of Visitors.....	538	211	0	749
Number of Grade Library Books Read.....	4255	2530		6785

Report of Boys by Schools

BOYS	Allen Street School	Central School	State Street School	Tipton Street School	William Street School	High School	Total
Enrollment for the Year.....	91	172	140	156	200	122	881
Average Term Enrollment.....	90	162	131	147	188	107	827
Average Monthly Enrollment.....	84	154	124	141	178	103	784
Number Received by New Enrollment.....	102	167	151	157	197	107	881
Number Received by Readmission.....	60	119	116	117	81	75	568
Number Received by Transfer.....	84	157	94	134	179	33	681
Number Lost by Withdrawal.....	75	166	131	149	115	72	708
Number Lost by Suspension.....	0	0	29	0	1	27	57
Number Lost by Transfer.....	0	152	105	135	176	18	681
Number Lost by Death.....	0	0	0	0	0	0	1
Average Daily Membership.....	82	147	118	136	175	101	759
Average Daily Attendance.....	79	141	113	128	169	96	726
Number of Cases of Tardiness.....	4	58	42	53	61	150	368
Number of Minutes Lost by Tardiness.....	62	341	172	272	214	467	1332
Number of Corporal Punishments.....	7	0	16	27	11	0	61
Number Neither Absent Nor Tardy.....	7	10	4	6	10	2	39
Number of Visitors, Males.....	42	43	10	42	260	0	397
Number of Grade Library Books Read.....	600	145	898	942	1113		3698

Report of Girls by Schools

GIRLS	Allen Street School	Central School	State Street School	Tipton Street School	William Street School	High School	Total
Enrollment for the Year.....	70	152	137	136	182	146	823
Average Term Enrollment.....	71	140	130	124	172	129	766
Average Monthly Enrollment.....	67	131	119	116	166	126	725
Number Received by New Enrollment.....	85	147	140	143	178	130	823
Number Received by Readmission.....	57	118	121	118	99	57	570
Number Received by Transfer.....	63	134	103	106	161	41	608
Number Lost by Withdrawal.....	76	160	135	145	121	76	713
Number Lost by Suspension.....	0	0	22	1	0	0	23
Number Lost by Transfer.....	78	129	106	113	157	25	608
Number Lost by Death.....	0	0	0	0	0	0	0
Average Daily Membership.....	65	126	112	111	162	124	700
Average Daily Attendance.....	62	120	108	105	155	118	668
Number of Cases of Tardiness.....	2	25	33	40	23	153	276
Number of Minutes Lost by Tardiness.....	13	114	98	214	106	1067	1612
Number of Corporal Punishments.....	0	0	0	0	0	0	0
Number Neither Absent Nor Tardy.....	3	3	2	3	8	10	29
Number of Visitors, Females.....	60	38	10	48	196	0	352
Number of Grade Library Books Read.....	440	133	720	767	1027		3087



BENCH WORK—SEVENTH GRADE

Report of Total Pupils by Schools

TOTAL.	Allen Street School	Central School	State Street School	Tipton Street School	William Street School	High School	Total
Enrollment for the Year.....	161	324	277	292	382	268	1704
Average Term Enrollment.....	161	302	263	271	360	236	1594
Average Monthly Enrollment.....	151	285	243	257	344	229	1509
Number Received by New Enrollment.....	187	314	291	301	375	237	1704
Number Received by Readmission.....	117	247	237	235	140	132	1138
Number Received by Transfer.....	147	291	197	249	340	74	1289
Number Lost by Withdrawal.....	151	326	266	294	236	144	1421
Number Lost by Suspension.....	0	0	51	1	1	27	80
Number Lost by Transfer.....	173	281	211	248	333	43	1289
Number Lost by Death.....	0	0	0	1	0	0	1
Average Daily Membership.....	147	273	230	247	337	225	1459
Average Daily Attendance.....	141	261	221	233	324	214	1394
Number of Cases of Tardiness.....	6	83	75	93	84	363	644
Number of Minutes Lost by Tardiness.....	78	455	270	485	324	1534	3144
Number of Corporal Punishments.....	7	0	16	27	18	0	61
Number Neither Absent Nor Tardy.....	10	13	6	9	11	12	68
Number of Visitors.....	102	81	20	90	456	0	749
Number of Grade Library Books Read.....	1040	278	1618	1709	2140	0	6785

Report of Boys by Months

BOYS	September	October	November	December	January	February	March	April	May	June	Total
Enrollment for the Year.....	797	814	828	840	846	866	865	874	880	881	881
Average Term Enrollment.....	797	814	828	840	846	794	795	802	807	808	827
Average Monthly Enrollment.....	797	800	790	794	790	793	785	780	762	745	784
Number Received by New Enrollment.....	797	17	14	12	7	21	0	6	6	1	881
Number Received by Readmission.....	16	37	48	53	33	94	115	53	74	45	566
Number Received by Transfer.....	18	13	8	6	0	609	13	9	5	0	681
Number Lost by Withdrawal.....	42	54	69	54	55	138	85	79	65	67	708
Number Lost by Suspension.....	0	0	1	0	0	3	13	8	15	17	57
Number Lost by Transfer.....	18	13	8	6	1	610	14	6	5	0	681
Number Lost by Death.....	0	0	1	0	0	0	0	0	0	0	1
Average Daily Membership.....	762	780	771	777	773	757	762	751	738	714	759
Average Daily Attendance.....	735	753	736	748	737	708	726	714	708	689	726
Number of Cases of Tardiness.....	32	35	36	53	29	32	61	26	22	42	368
Number of Minutes Lost by Tardiness.....	169	196	115	154	97	234	140	188	111	128	1532
Number of Corporal Punishments.....	6	7	14	4	3	8	8	5	3	3	61
Number Neither Absent Nor Tardy.....	422	399	394	435	496	335	407	439	420	470	39
Number of Visitors, Males.....	8	8	21	140	8	8	20	9	163	12	397
Number of Grade Library Books Read.....	246	682	660	351	95	393	531	340	303	67	3698

Report of Girls by Months

GIRLS	September	October	November	December	January	February	March	April	May	June	Total
Enrollment for the Year.....	719	742	760	763	766	811	814	820	822	823	824
Average Term Enrollment.....	719	742	760	763	766	750	755	761	765	765	766
Average Monthly Enrollment.....	719	726	731	722	718	750	741	733	716	698	725
Number Received by New Enrollment.....	717	26	17	3	3	47	3	5	2	0	823
Number Received by Readmission.....	5	20	54	57	32	113	107	62	72	48	570
Number Received by Transfer.....	16	9	8	7	0	545	6	10	6	1	608
Number Lost by Withdrawal.....	18	41	75	57	56	146	103	92	72	53	713
Number Lost by Suspension.....	0	1	1	0	0	4	1	4	2	10	23
Number Lost by Transfer.....	14	12	7	7	0	547	7	9	5	0	608
Number Lost by Death.....	0	0	0	0	0	0	0	0	0	0	0
Average Daily Membership.....	693	707	710	706	700	712	710	702	687	678	700
Average Daily Attendance.....	672	682	679	676	665	663	673	664	658	648	668
Number of Cases of Tardiness.....	24	37	38	32	20	39	29	20	17	20	276
Number of Minutes Lost by Tardiness.....	107	481	139	85	40	137	117	65	247	194	1612
Number of Corporal Punishments.....	0	0	0	0	0	0	0	0	0	0	0
Number Neither Absent Nor Tardy.....	398	416	389	382	469	279	342	384	365	463	29
Number of Visitors, Females.....	10	18	11	39	11	3	16	13	202	29	352
Number of Grade Library Books Read	201	486	526	370	80	329	427	311	283	74	3087

Report of Total Pupils by Months

TOTAL	September	October	November	December	January	February	March	April	May	June	Total
Enrollment for the Year.....	1516	1556	1588	1603	1612	1677	1679	1694	1702	1704	1704
Average Term Enrollment.....	1516	1556	1588	1603	1612	1544	1550	1563	1572	1573	1593
Average Monthly Enrollment.....	1516	1526	1521	1516	1508	1543	1526	1513	1478	1443	1509
Number Received by New Enrollment.....	1514	43	31	15	10	68	3	11	8	1	1704
Number Received by Readmission.....	21	57	102	110	65	207	222	115	146	93	1138
Number Received by Transfer.....	34	22	16	13	0	1154	19	19	11	1	1289
Number Lost by Withdrawal.....	60	95	144	111	111	284	188	171	137	120	1421
Number Lost by Suspension.....	0	1	2	0	0	7	14	12	17	27	80
Number Lost by Transfer.....	32	25	15	13	1	1157	21	15	10	0	1289
Number Lost by Death.....	0	0	1	0	0	0	0	0	0	0	1
Average Daily Membership.....	1455	1487	1481	1483	1473	1469	1472	1453	1425	1392	1459
Average Daily Attendance.....	1407	1435	1415	1424	1402	1371	1399	1378	1366	1337	1394
Number of Cases of Tardiness.....	56	72	74	85	49	71	90	46	39	62	644
Number of Minutes Lost by Tardiness.....	276	677	254	239	137	371	257	253	358	322	3144
Number of Corporal Punishments.....	6	7	14	4	3	8	8	5	3	3	61
Number Neither Absent Nor Tardy.....	820	815	783	817	965	614	749	823	785	933	68
Number of Visitors.....	18	26	32	179	19	11	36	22	365	41	749
Number of Grade Library Books Read	447	1168	1186	751	175	722	958	651	586	141	6785

Comparison With Last Year's Reports

	Boys	Girls	Total
Number of Children Enumerated	1479	1355	2837
Decrease			52
Number Enrolled for the Year	881	823	1704
Decrease			2
Average Daily Membership	759	700	1459
Increase			33
Average Daily Attendance	726	668	1394
Increase			31
Per Cent. of Enrollment on Enumeration	59.6	60.6	60.1
Increase			1
Per Cent. of Membership on Enumeration	51.3	51.5	51.4
Increase			2
Per Cent. of Membership on Enrollment	86.1	85.1	85.6
Increase			2
Per Cent. of Attendance on Enumeration	49.1	49.2	49.1
Increase			2
Per Cent. of Attendance on Enrollment	82.3	81.2	81.8
Increase			1.9
Per Cent. of Attendance on Membership	95.6	95.4	95.5
Decrease			1
Average Number of Pupils Enrolled per Room	21.5	20.1	41.6
Increase			6
Average Daily Membership per Room	18.5	17.1	35.6
Increase			6
Average Daily Attendance per Room	17.7	16.3	34
Same			
Average Number of Pupils Neither Absent Nor Tardy per Month	421	389	810
Decrease			78
Number of Cases of Tardiness	368	276	644
Increase			11
Number of Minutes Lost by Tardiness	1532	1612	3144
Increase			698
Number of Pupils Neither Absent Nor Tardy for the Year	39	29	68
Decrease			28
Number of Visitors: Males, 397; Females, 352			749
Enrollment in Primary Schools	436	385	821
Increase			3
Average Daily Membership in Primary Schools	386	324	710
Increase			13
Average Daily Attendance in Primary Schools	369	309	678
Increase			11.5
Enrollment in Grammar Schools	323	292	615
Decrease			20
Average Daily Membership in Grammar Schools	272	252	524
Increase			4
Average Daily Attendance in Grammar Schools	261	241	502
Increase			5.5
Enrollment in High School	122	146	268
Decrease			15
Average Daily Membership in High School	101	124	225
Increase			16
Average Daily Attendance in High School	96	118	214
Increase			14

The above table shows a decided improvement in attendance during the past year. While there was a decrease in the number enrolled, there was an increase of 31 in the average daily attendance over the preceding year. It is gratifying to note that this is most noticeable in the upper grades. While the grammar schools show a decrease of 20 in the number enrolled, the average daily attendance was increased 5.5. The high school also had a marked increase in average daily attendance.

Enrollment, Average Daily Membership, Average Daily Attendance, and Percentages by Classes and Grades for the Year 1907-08

CLASSES AND GRADES	Enrollment for the Year	Average Daily Membership	Average Daily Attendance	Per Cent. of Mem- bership on Enrollment	Per Cent. of At- tendance on Enrollment	Per Cent. of At- tendance on Membership
Senior Class.....	*54	36.2	34.5	67	63.9	95.3
Junior Class.....	34	35.2	33.5	103.5	98.5	95.2
Sophomore Class..	60	49.9	47.6	83.2	79.3	95.4
Freshman Class..	120	103.2	98.4	86	82	95.3
Eighth Grade....	107	95.5	92	89.3	76	96.3
Seventh Grade....	135	108	103	80	76.3	95.4
Sixth Grade.....	168	137.5	131.5	81.8	78.4	95.6
Fifth Grade.....	205	183	175.5	89.3	85.6	95.9
Fourth Grade....	186	157.5	151	84.7	81.2	95.9
Third Grade.....	211	180	173.5	85.3	82.2	96.4
Second Grade....	190	166	158	87.4	83.2	95.2
First Grade.....	234	206.5	195	88.3	83.8	94.4
Total	1704	1458.5	1393.5	85.5	81.8	95.5

*Three of these are post-graduates. The class graduating at the middle of the year greatly reduces the per cent. of attendance on enrollment in the Senior Class.

It is interesting to study the growth and development of a school system. The first attempt at permanently recording reliable statistics concerning the city public schools was inaugurated by Dr. James Baldwin, when he became superintendent of the schools in 1873. This data has been collected, compiled, and arranged in tabulated form, as it appears on the following page. Beginning in 1873, when the schools enrolled 494 pupils, with 8 teachers, we trace the record down to the current year, when there were 1704 pupils and 54 teachers. The progress of the schools has been very gratifying indeed. Comparing the latter half of the period with the first half, we find the following improvements: The per cent. of enrollment on enumeration has advanced from an average of 55.5 to 64.2; of attendance on enrollment, from 75.6 to 80.2. The enrollment as compared with the enumeration has never been large in Huntington. This is due to the fact that several large parochial schools are maintained.

General Statistics of the City Schools For the Past Thirty-Five Years

YEAR	Number of Children Enumerated	Number Enrolled for the Year	Average Daily Membership	Average Daily Attendance	Per Cent. of Enrollment on Enumeration	Per Cent. of Membership on Enrollment	Per Cent. of Attendance on Enumeration	Per Cent. of Attendance on Enrollment	Per Cent. of Attendance on Membership	Number of Cases of Truancy	Number of Minutes Lost by Truancy	Number of Teachers	Number Days of School	Number Days Taught
1873-74..	725	494	331	314	68	67	43	64	95	345		8	180	
1874-75..	1167	551	404	380	47	73	33	69	94	209		8	200	
1875-76..	1202	579	456	436	48	79	36	75	96	66		9	200	
1876-77..	1267	552	454	432	44	82	34	78	95	54		11	192	
1877-78..	1214	610	508	488	50	83	40	80	96	52		11	200	
1878-79..	1252	604	508	478	48	84	38	79	94	40		11	200	
1879-80..	1282	600	512	490	47	85	38	82	96	57		11	200	
1880-81..	1220	617	523	498	51	85	41	81	95	97		12	200	194
1881-82..	1233	619	512	481	50	83	39	78	94	76		11	200	194
1882-83..	1297	722	563	546	56	78	42	76	97	110		11	200	195
1883-84..	1404	879	687	651	63	81	46	74	95	339		13	200	
1884-85..	1570	940	765	725	60	81	46	77	95	200		14	200	196
1885-86..	1867	974	798	760	52	82	41	78	95	125	855	16	200	
1886-87..	1751	1011	827	786	58	82	45	78	95	148	1005	18	200	
1887-88..	1773	1134	913	848	64	81	48	75	93	287	1986	22	200	197
1888-89..	2053	1263	995	942	62	79	46	75	95	371	2182	24	200	194
1889-90..	2165	1374	1112	1058	64	81	49	77	95	274	1760	25	200	195
1890-91..	2224	1489	1166	1103	67	78	50	74	95	321	1930	27	200	195
1891-92..	2334	1557	1254	1186	67	81	51	76	95	470	2543	31	200	193
1892-93..	2481	1680	1347	1270	68	80	51	76	94	548	2778	35	200	195
1893-94..	2664	1736	1456	1368	65	84	51	79	94	488	2903	39	200	194
1894-95..	3051	1788	1482	1405	59	83	46	79	95	461	2486	42	200	193
1895-96..	2989	1777	1497	1456	60	84	48	80	95	410	2572	43	200	195
1896-97..	2745	1858	1595	1523	68	86	56	82	96	250	1820	44	180	178
1897-98..	2817	1848	1561	1497	66	85	53	81	96	252	1501	45	180	177
1898-99..	2841	1837	1585	1508	65	86	53	82	95	284	1786	45	180	178
1899-00..	2558	1726	1482	1418	68	86	55	82	96	247	1369	44	180	177
1900-01..	2636	1797	1515	1442	68	84	55	80	95	213	1348	47	180	174
1901-02..	2637	1789	1524	1451	68	85	55	81	95	336	2350	49	185	175
1902-03..	2705	1748	1480	1413	65	85	52	81	96	398	2196	50	200	191
1903-04..	2746	1710	1425	1367	62	83	50	80	96	491	2585	52	200	183
1904-05..	2743	1663	1395	1333	61	84	49	80	96	438	2020	53	200	184
1905-06..	2658	1686	1460	1383	63	87	52	82	95	553	2311	54	200	183
1906-07..	2889	1706	1426	1363	59	84	47	80	96	633	2446	54	200	183
1907-08..	2837	1704	1459	1394	60	86	49	82	96	644	3144	54	200	182

THE SCHOOLS BY DEPARTMENTS

For convenience in the classification of pupils and work, arrangement of courses of study, and tabulation of statistical matter, the twelve years of the common school course are divided into three periods of four years each. The first, second, third, and fourth years constitute the Primary Department; the fifth, sixth, seventh, and eighth years, the Grammar School Department; and the ninth, tenth, eleventh, and twelfth years, the High School Department.

Primary Department

The peculiar character of the work in this department makes it a very important stage in the pupil's development. It is here that he obtains the rudiments of an elementary education—acquires adeptness, readiness, and spontaneity in the use of the tools of education that he may make effective use of them later on in mastering the more difficult work of the grammar and high school grades. As this department lays the foundation of his education, it should be very carefully and thoroughly done; if the superstructure is to be substantial and abiding, it must rest upon sure and solid ground. Hence, none but the strongest and most capable teachers should be assigned to this department, especially in the earlier years of the course, teachers who are adepts of the art, and who are thoroughly in sympathy with children and child life.

The teachers of this department have been progressive, and have kept in close touch with the most advanced and approved methods of primary instruction. The work has been greatly improved and strengthened within the past few years and placed upon a higher plane of effectiveness.

The purpose has been to make the work more concrete and real to the child, to appeal more and more to his personal experiences, and thus enlist his highest interest in the tasks before him. There have been less formal number work and abstractions, and more supplementary reading, language, and hand-work. The child has been trained to learn by doing rather than by studying and thinking. More attention has also been given to the cultivation of his aesthetic nature by appealing to his sense of the beautiful and sublime.

Grammar School Department

When the pupil enters upon the work of this department he is prepared to delve more deeply into the subjects of study. He has mastered the fundamental processes of reading, writing, spelling, language, and arithmetic, and is ready to make use of these in more intensive, extensive, and comprehensive study and investigation. The mind begins to reach out after information, the reasoning faculties and judgment begin to assert themselves, and the learner assimilates facts in a more systematic way and organizes his knowledge upon a working basis.

This is a critical period in the child's course. If the teacher meets him on the threshold and initiates him into the proper spirit of the work, and keeps him interestedly and intelligently occupied, he is very apt to continue until he completes his school course. On the other hand, if the teacher fails to measure up to the occasion, the pupil soon falls out of line, becomes discouraged, and drops out of school. It is here that the desire to stop school and go to work takes hold of the pupil; and, if the teacher does not recognize this growing tendency and immediately take steps to circumvent it, it may become so strong that he is lost to the schools forever.

The teachers of this department have been very earnest and faithful in this respect. That their efforts to interest and hold the boys and girls have borne rich fruit is evidenced by the increased number who complete the grammar course from year to year and enter the high school.

Departmental Work

One of the most powerful agencies in interesting and holding the pupils in the grammar grades is the departmental work. It has greatly increased the efficiency of the instruction, systematized the treatment of subjects, and led to greater interest and working power on the part of the pupil.

A teacher can do the best work along the line in which he is most proficient, and in which he is most interested; and, by concentrating his efforts upon the one subject, he becomes an expert and attains the highest state of excellence. Under this system the teacher feels a stronger sense of personal responsi-

bility, takes greater pride in the work of his department, and is ambitious that his pupils excel in the subject over which he has charge.

Coming in contact with different teachers has a broadening effect upon the mind of the pupil, and gives him a wider and more varied grasp of the subjects of study. It also serves an excellent purpose in bridging the gap between the single-teacher plan of the elementary grades and the departmental work of the high school. When the pupil enters the high school, he is accustomed to meeting different teachers in the various subjects, and is not lost in the maze of a multiplicity of departments and teachers.

The departmental work of the grammar schools covers the sixth, seventh, and eighth grades. It had been partially introduced when I took charge of the schools five years ago, but it was not until September, 1904, that the work was thoroughly and completely departmentalized.

This plan of work for the grammar grades is no new experiment. It has been in vogue in many of the best systems of schools for years, and other systems are rapidly adopting it all over the country. It has passed the stage of experiment, and is now recognized as an advanced step in education. I have used it in the schools under my charge for the past thirteen years, and under its influence I have seen the schools advance to a higher plane of usefulness and effectiveness.

High School Department

The work of the high school is arranged on the departmental plan. Each department is in charge of a college graduate who has taken advanced training in his special line of work. All of the assistants in the various departments are also college graduates of tried and proved ability in the school of experience. During the five years covered by this report the high school has been in charge of an unusually strong faculty of teachers, noble men and women of sterling character and fixed integrity, who have eminently demonstrated and proved their superior ability as instructors and leaders of growing young men and women.

Under this plan the students of the high school get the

benefit of the best efforts of the best teachers along the lines in which they are most proficient. The work in every department is conducted on the laboratory plan, and the constant aim is to give each pupil the power of self-directed effort in a philosophical manner toward a definite end in view. At the same time there is a constant, but subtle effort on the part of the teacher to breathe an ethical spirit into the work; so that the pupil, in acquiring the power to do, will also acquire the desire to use that power for the elevation, betterment, and happiness of his fellow beings.

Promotions are made by credits, instead of by classes; so that, while a pupil may fail or be conditioned in the work of one department, he may receive credit for satisfactory work done in other departments. Thus he is not held back in any line of work he successfully accomplishes, unless he falls so far behind in some line that it is deemed advisable by the faculty for him temporarily to drop the one in which he is farthest advanced, that he may redouble his efforts on the line in which he is delinquent until it is brought up.

The high school forms the keystone of the system of public school education. It is open to the children of every social condition. The fact that it furnishes a good educational preparation for life is illustrated by the list of graduates, a great majority of whom have taken their places among the social and business leaders of our city and elsewhere. During the last few years every boy of the high school and many of the girls have stepped into lucrative positions immediately upon graduation, or have declined them to still further pursue their studies in colleges and other higher institutions of learning. Many of the business houses of the city prefer to employ high school graduates, and frequently send to the superintendent or principal for recruits when there is a vacancy in any of the positions of their business.

The high school is an institution which finishes the education of most of the pupils who pursue its course. But, besides being a finishing school, it is also a school which fits young men and women for college. The college preparatory course connects the high school with the leading universities and colleges, as well as with the technological schools, and offers a thorough and effi-

cient preparation for college work. Our high school graduates are found in many of the large universities and colleges of the land, as well as the smaller ones.

Our courses of study are somewhat heavier, and the standard is somewhat higher than the average of other cities. As a result, our graduating classes may not be as large in proportion to the enrollment as they are in other cities; yet the broader course of study and higher standard of requirement is not only better for the student who completes the course, but it is also better for the one who does not complete the course to be held to such a standard. The honors of graduation are worth little, unless there be something behind them in the way of toil and accomplishment to give them value.

Principles of High School Education

It is the province of the high school to lift the pupil out of the narrow ruts of particularism acquired in the elementary schools, and set him upon the broad plane of generalization; to face him toward the goal of right, and impart to him a momentum in that direction. Its purpose is to adroitly draw him out of the mere selfish contemplation of his own personal interests, and enlist his sympathies in behalf of all mankind; in short to divert him from the egoistic to the altruistic view of life.

The work of the high school should be so arranged that if a pupil stop at some point on the way (which, alas, so many do), he will have received the best possible training up to that point. The best preparatory school is at the same time the best finishing school. The high school is, in the broadest sense, a preparatory school—primarily for life, incidentally for college. If the high school give the pupil the best possible preparation for life, and fail to prepare him for college, it is no fault of the high school, but rather of the college, or the existing conditions upon which the college is based. It is the duty of the college to adjust itself to the high school, not the high school to the college.

Dr. H. Stanley Hall says: "I am quite sure that the high schools were not established for the specific purpose alone of preparing pupils for higher institutions of learning, but also for the fullest training of the youth for a period of four years. The high school course should be viewed in its relation to the child's



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fullest development, and it should be regarded as a means for the greatest mental training and the highest discipline of character—the perfection of the individual. When these ends have been attained the pupil has been prepared for his place in society, and at the same time there has been nothing lost in the way of breadth and depth of culture. If a child thus educated and trained is not fitted to enter college or university according to the standards erected, then these institutions should change their standards and prepare to take the product as they find it. The teachers of the high school should be teachers of the youth, teachers of boys and girls, and not of subjects.”

The high school transmits every year to the young men and women the great culture achievements of the race in the arts and sciences which form an heirloom that must be transmitted through education. Through the instruction in the general history of the nations of the world which the high school imparts, it leads its students to a better understanding of our own institutions. Foreign languages are taught; and, to the pupils who desire such instruction, the literature of other countries is unlocked, and the ideas of other nations enrich the mind of the student. Much of the progress in social and economical affairs is due to the great advance made in the natural sciences; consequently, the sciences hold an important place in the high school course, and the elements of physiography, botany, physics, and chemistry are taught. The high school spreads the knowledge of history, science, and language, and thereby elevates the tone of the community. The pupil's knowledge of English, and of its literature, is extended by the high school curriculum.

The new world of science, history, and art, to which the student is introduced when he enters the high school, carries with it a new growth in his ideas and in his power to express himself in speech and in writing. His vocabulary grows with his ideas. Through constant practice in written and oral expression, which the recitations in English, literature, history, and science require, he learns the use of literary and scientific language. Not only his power of expression, but his thoughts also widen and grow, for he is introduced to the wonderful store of information and the cultivating and refining influence which English literature embodies.

The elements of advanced arithmetic, algebra, geometry, and trigonometry also form part of the high school course, and train the pupil to more accurate views of life and activity.

While the high school does not aim to train for any particular vocation, it aims at the development of all the faculties of the boy and girl, and this is the best and most valuable general preparation for any specific calling. On the basis of developed character and trained intelligence, the later professional or technical training becomes easy and efficient. The general purpose of a high school education is to develop noble manhood and womanhood, with strength of character, and the ability to do the right thing in the right way.

While the individual peculiarities and differences of pupils are recognized, and are provided for by the manner in which the teacher comes in touch with the pupil, yet the principles upon which normal genetical minds develop are believed to be fundamentally the same. Hence, the psychological evolution of the composite individual (*i. e.*, an ideal individual having the common psychic characteristics of all children) has been kept constantly in mind in arranging the courses of study. The aim has been to build the courses of study firmly on a psychological basis, with a philosophical trend toward the highest, best, and broadest plane of lofty, sympathetic, social activity.

High School Alumni

The Huntington High School was organized as a separate department in 1873, and the first class was graduated in 1877. From that time until 1892 one class each year was graduated, since which time two classes have been graduated each year.

Since the founding of the High School, more than two thousand and five hundred pupils have had the benefit of its instruction. While but a small proportion of these have completed the course and graduated, yet the balance have received the benefits of the instruction proportionate to their attendance and application.

The alumni of the High School now number five hundred and five. The work of any educational institution is best evidenced by the record of the lives of the men and women whom it sends forth to battle with the problem of life. A glance over the roll

of graduates, followed by a careful study of the lives of the men and women whose names we find there, will convince the most skeptical that the work of the High School has not been in vain.

During the past five years there has been an unprecedented interest in the High School. In that time one hundred and forty-five have graduated, which is almost one-third of the total number of graduates during the entire period of thirty-five years since the organization of the High School.

The following is the list of graduates from the High School since the date of publication of the last report in 1903:

First Class of 1904

Latin Course

Garl Bonewitz
May I. Smith

Lester H. Lipinsky
Rosanna Weese

German Course

Edith Vetter

Commercial Course

Jacob P. Young

Second Class of 1904

Latin Course

Jessie Barbara Baker
Luke Smith Brickley
Elizabeth Margaret Fields
Marion Athol Foote
Edna Hazel Grafton
Florence Louise Grayston
Roy Earl Hart

Minnie Lavina Hawkins
Ruby May Heckler
Oliver Martin Kocher
Jeanette Beryl Lippman
Belle Eleanor Miltonberger
Anna Mae Moore
Allen Ferguson Rader

Carl Garfield Swan

Commercial Course

Mabel Anna Bay

First Class of 1905

Latin Course

Kenower Welmer Bash
Mildred Burley

Charles Asbury Fisher
Iva Mabel Planck

Commercial Course

Chester Leonidas Bailey

Ida Haring
Pearl Bell Morse

Second Class of 1905**Latin Course**

Amy Sophia Barnes
 Ruth Allura Barsh
 Hale J. Bradley
 Ethel Ellen Coleman
 Mary May Doub
 Hazel Alice Drummond
 Mazo Faye Ferguson
 Lilian Helen Franklin
 Amy Belle Kitt

Harold Ach Lipinsky
 Donald Charles McClelland
 Oliver Martin Saylor
 Otha Belle Smith
 William Paul Spencer
 Maude Starbuck
 Paul Moore Taylor
 Ruth Burns Tucker
 Gladys Vernon

Mary Winifred Wintrose

German Course

Alexander Edward Hunt

Commercial Course

John Clarence Henry

First Class of 1906**Latin Course**

Marshal Beck
 Charles Leo Buchanan
 Grace DeEtta Carson
 Ralph Ray Dickinson
 Alice Belle Kelsey

Gladys Irene McClure
 Donald Vinton Peden
 Laura Agnes Pohler
 Cressie Erlene Raver
 Estella May Redman

Robert Peter Weese

German Course

Grace Dale Cole

Samuel Wilbur Skidmore

Margaret Ruth Weber

Commercial Course

Adele Emilia A. Delorme

Second Class of 1906**Latin Course**

Hazel Katharine Allen
 Helen Harter
 Nina Fern Mahoney

Donald Alonzo Purviance
 Estella Thomas
 Pearl Welch Young

German Course

Elizabeth Belle Bourdon
 Villas LaMar Bridge

Alice Hazel Robison
 Ethel Gladys Wise

Commercial Course

Harry R. Wright

First Class of 1907**Latin Course**

Flaud Estella Coolman
 Hettie Deborah Garner

Harold Goshorn High
 Grace Ream

Faith Thompson

German Course

Mary Bendel
Bessie Helen Blackburn
Kenneth Dean Butler
Cora Estelle Dishong
Lionel Adrian LaMont

Mary Adrienne McLean
Erma Sue Price
Maybelle Emeline Robison
Etta Matilda Walter
Elbert Donald Ware

Commercial Course

Blanche Ruble Cain

Roy Whitmore

Second Class of 1907

Latin Course

Marle Kilander Baker
Edgar Raymond Barnes
Ruth Rosalind Dinlus

Knowlton Hurd Kelsey
Miriam Anderson Taylor
Garnett Barbara Trusler
Isabella Whitmore

German Course

Helen Louise Bendel
Esther Muriel Buzzard

Mark Emerson Hamer
Florence Marie Plummer

Commercial Course

Nellie Honore Kacy

John Ashton McArthur
Claire Van Zeller

First Class of 1908

Latin Course

Anna Boeler
Hildreth Helney
Robert F. L. Lane

Mary Edith Lucas
Hazel Dell Smith
William Paul Whitelock

German Course

Ort Harmon Ertzinger

Commercial Course

Charles Maxwell Paul

Second Class of 1908

Latin Course

Dale Church Beatty
Ralph Waldo Burley
Mildred Grey Butler
Miriam Alcen Coulter
Nellie Grace Favorite
Ruth Elizabeth Helney
William Leland McClure

Chloe Pavey
Agnes Saylor
Dessie Etta Slusser
Glenn H. Souers
Ottilla Mae Stahl
Edith Marie Swalm
Effie Tuttle
Lydia Ellen Zirkle

German Course

Henry Edwin Bash
Mabel Inez Clark
Wilda Foster
Jesse T. D. Grayston

Mary E. V. Grayston
Celia Gertrude Ham
Henry J. Koch
Mayme LaMont
Edna Smith

Commercial Course

Emmett Burley Ewart
Howard Franklin Gesaman
Grace Ethel Kalb

Guenevero Barbara Stevens
Herbert R. Zent
Paul Zirkle

Graduates From the High School Arranged by Sex

YEAR	Boys	Girls	Total	Per Cent. of Boys	Per Cent. of Girls
1876-77	2	2	4	50	50
1877-78	0	3	3	0	100
1878-79	3	7	10	30	70
1879-80	3	3	6	50	50
1880-81	3	8	11	27	73
1881-82	3	6	9	33	67
1882-83	3	6	9	33	67
1883-84	1	6	7	14	86
1884-85	11	5	16	69	31
1885-86	1	5	6	17	83
1886-87	4	8	12	33	67
1887-88	3	8	11	27	73
1888-89	2	4	6	33	67
1889-90	2	6	8	25	75
1890-91	2	2	4	50	50
1891-92	2	10	12	17	83
1892-93	9	8	17	53	47
1893-94	8	15	23	35	65
1894-95	11	18	29	38	62
1895-96	8	8	16	50	50
1896-97	6	4	10	60	40
1897-98	5	8	13	38	62
1898-99	8	13	21	38	62
1899-00	9	15	24	38	62
1900-01	6	13	19	32	68
1901-02	9	25	34	26	74
1902-03	6	14	20	30	70
1903-04	8	14	22	36	64
1904-05	11	17	28	39	61
1905-06	9	17	26	35	65
1906-07	10	21	31	32	68
1907-08	15	23	38	39	61
Total	183	322	505	36	64

From the above table we note an increased interest in the High School on the part of the boys, a larger percentage than the average having graduated within the past five years.

Graduates From the High School Arranged by Courses

YEAR	Latin Course	English Course	German Course	Latin and German Course	Commercial Course	Total
1876-77	4					4
1877-78	3					3
1878-79	10					10
1879-80	6					6
1880-81	11					11
1881-82	9					9
1882-83	9					9
1883-84	7					7
1884-85	16					16
1885-86	6					6
1886-87	12					12
1887-88	11					11
1888-89	6					6
1889-90	8					8
1890-91	4					4
1891-92	12					12
1892-93	17					17
1893-94	17	6				23
1894-95	19	10				29
1895-96	15	1				16
1896-97	8	2				10
1897-98	8		4	1		13
1898-99	16		5			21
1899-00	15		9			24
1900-01	12		6	1		19
1901-02	30		4			34
1902-03	14		6			20
1903-04	19		1		2	22
1904-05	23		1		4	28
1905-06	17		7		2	26
1906-07	12		14		5	31
1907-08	21		10		7	38
Total	397	19	67	2	20	505

The above table indicates that the past few years have been marked by an increased interest in the German and Commercial Courses, more than one-third of all the students completing the German Course having graduated in the past two years, and all of the students completing the Commercial Course having graduated in the past five years. The Latin Course, however, still continues to attract the great majority of the students, about five-eighths of all the students graduating in the past five years having taken that course.

General Statistics of the High School For the Past Thirty-Five Years

YEAR	Annual Enrollment	Per Cent. of Total Enrollment	Average Daily Membership	Average Daily Attendance	Per Cent. of Attendance	Number of Teachers	Average Number of Pupils to Teacher	Number of Graduates	Per Cent. of Enrollment Graduating
1873-74	16	3.2				1	16		
1874-75	35	6.4				1	35		
1875-76	36	6.2				1	36		
1876-77	41	7.4				2	21	4	9.3
1877-78	62	10.2				2	31	3	4.8
1878-79	69	11.4				2	35	10	14.7
1879-80	39	6.5				1	39	6	15.4
1880-81	45	7.3				1	45	11	24.4
1881-82	35	5.7				1	35	9	25.7
1882-83	41	5.7				1	41	9	22
1883-84	40	4.6	34	33	97.1	2	20	7	17.5
1884-85	42	4.5	38	37	97.4	2	21	16	38.1
1885-86	50	5.1	43	42	97.7	2	25	6	12
1886-87	49	4.7	43	42	97.7	2	25	12	24.5
1887-88	46	4.1	43	42	97.7	2	23	11	23.9
1888-89	61	4.8	42	40	95.2	3	20	6	9.8
1889-90	68	4.9	55	53	96.4	3	23	8	11.8
1890-91	81	5.4	57	55	96.6	4	20	4	4.9
1891-92	95	6.1	73	71	97.3	4	24	12	12.6
1892-93	105	6.3	81	78	96.3	4	26	17	16.2
1893-94	117	6.7	89	86	96.6	4	29	23	19.7
1894-95	141	7.9	110	106	96.4	5	28	29	20.6
1895-96	146	8.2	115	111	96.5	6	24	16	11
1896-97	164	8.8	129	124	96.1	6	27	10	6.1
1897-98	171	9.3	142	137	96.5	6	29	13	7.6
1898-99	204	11.1	161	150	93.2	6	34	21	10.3
1899-00	181	10.5	146	138	94.5	6	30	24	13.3
1900-01	206	11.5	169	162	95.9	8	26	19	9.2
1901-02	247	13.8	203	194	95.6	8	31	34	13.8
1902-03	244	14	190	183	96.3	8	31	20	8.2
1903-04	240	14	190	182	95.8	9	27	22	9.2
1904-05	243	14.6	185	178	96.2	10	24	28	11.5
1905-06	243	14.4	199	190	95.5	10	24	26	10.7
1906-07	253	14.8	209	200	95.7	10	25	31	12.3
1907-08	268	15.7	225	214	95.1	10	27	38	14.2

The above table shows a rapid growth in the high school during the past five years. Within the past ten years it has grown from less than 10 per cent. to almost 16 per cent. of the total enrollment of all pupils in the city. There has also been a substantial increase in the per cent. of graduates.

Number of Pupils Enrolled in the High School by Classes

CLASSES	1903-04			1904-05			1905-06			1906-07			1907-08		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Post Graduates..	0	0	0	0	0	0	0	2	2	0	0	0	1	2	3
Seniors	9	18	27	15	18	33	12	26	38	17	24	41	21	30	51
Juniors	18	22	40	19	23	42	17	19	36	20	27	47	17	17	34
Sophomores	24	36	60	27	29	56	22	35	57	24	30	54	26	34	60
Freshmen . . .	55	58	113	51	61	112	56	54	110	54	57	111	57	63	120
Total	106	134	240	112	131	243	107	136	243	115	138	253	122	146	268

High School Honors

Honors are awarded to two classes in the high school for meritorious work—to the junior class for excellence in oratory, and to the senior class for high standing in class work throughout the course. The honors to the junior class are three in number: prize essayist, awarded to the contestant attaining the highest average standing on composition; prize orator, awarded to the contestant attaining the highest average standing on delivery; and prize medalist, or first honor student, awarded to the contestant attaining the highest average standing on both composition and delivery. The junior honor students for the past five years are as follows:

Class 1 of '05: Mabel Planck, Prize Medalist; Mabel Planck, Prize Essayist; Mabel Planck, Prize Orator.

Class 2 of '05: Mary May Doub, Prize Medalist; Kenower W. Bash, Prize Essayist; Donald C. McClelland, Prize Orator.

Class 1 of '06: Otha Smith, Prize Medalist; Otha Smith, Prize Essayist; Grace Carson and Harold Lipinsky, Prize Orators.

Class 2 of '06: Hazel K. Allen, Prize Medalist; Harry R. Wright, Prize Essayist; Donald A. Purviance, Prize Orator.

Class 1 of '07: Vilas L. Bridge, Prize Medalist; Vilas L. Bridge, Prize Essayist; Faith Thompson, Prize Orator.

Class 2 of '07: Helen L. Bendel, Prize Medalist; Helen L. Bendel, Prize Essayist; Nellie H. Kacy, Prize Orator.

Class 1 of '08: Howard F. Gesaman, Prize Medalist; Howard F. Gesaman, Prize Essayist; Miriam A. Taylor, Prize Orator.

Class 2 of '08: C. Gertrude Ham, Prize Medalist; Wilda Foster, Prize Essayist; C. Gertrude Ham, Prize Orator.

Class 1 of '09: Ruth E. Heiney, Prize Medallist; Wanda E. Schaefer and Mayme LaMont, Prize Essayists; Ruth E. Heiney, Prize Orator.

Class 2 of '09: Nina A. Penrod, Prize Medallist; Nina A. Penrod, Prize Essayist; Ethel Lulinger, Prize Orator.

Two honors are awarded to the senior class: first honor, or valedictorian, to the member of the graduating class who has maintained the highest average standing throughout his high school course, and who has never failed on any subject of study; second honor, or salutatorian, to the member of the graduating class who ranks second in average standing throughout his high school course, and who has never failed on any subject of study. The senior honor students for the past five years are as follows:

Class 1 of '04: May I. Smith, First; Jacob P. Young, Second.

Class 2 of '04: Elizabeth Margaret Fields, First; Allen Ferguson Rader, Second.

Class 1 of '05: Kenower Welmer Bash, First; Mildred Burley, Second.

Class 2 of '05: Lillian Helen Franklin, First; Oliver Martin Sayler, Second.

Class 1 of '06: Alice Belle Kelsey, First; Estella May Redman, Second.

Class 2 of '06: Alice Hazel Robleson, First; Helen Harter, Second.

Class 1 of '07: Harold Goshorn High, First; Cora Estelle Dishong, Second.

Class 2 of '07: Miriam Anderson Taylor, First; Florence Marie Plummer, Second.

Class 1 of '08: Hazel Dell Smith, First; Charles Maxwell Paul, Second.

Class 2 of '08: William Leland McClure, First; Edna Smith, Second.

High School Fraternities

We recognize the value of social life among the pupils of the high school, and believe that, within proper restrictions, it is essential to their proper training and culture; but, when indulged in to an extreme, or in a manner that is detrimental to the success of their school work, we are emphatically opposed to it. A certain amount of social recreation is essential to the pupils as a period of recuperation of their powers for effective work; and, when participated in for that purpose, and they return promptly to work with the renewed increment of power thus acquired, it is very helpful and desirable. There is an old



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adage, that "all work and no play makes Jack a dull boy." I might add, as corollary to this, that "all play and no work makes Jack a useless, if not vicious boy." Consequently, when social functions and organizations are protracted to the neglect of the more serious and essential duties of life, they become deleterious, and lead to dissipation of energy, and oftentimes to vicious indulgencies.

Our observation of high school fraternities impels us to the conviction that they are not only inimical to good school work, but they are destructive to the moral stamina of the pupils who belong to them. They are subversive of discipline and injurious to scholarship. By the creation of clans and factions, they break down the democratic spirit of the high school; and this is contrary to the spirit of our American civilization, which declares that all individuals are free and equal. We teach this principle in our public schools, where the child from the poorest and most insignificant family is treated with the same deference and shown the same consideration as the most pampered child of fortune; and we are uncompromisingly opposed to any influence that tends in any manner to destroy this state of equality.

The element of secrecy in the organization of high school fraternities is vicious in the extreme. Boys of high school age are too immature to be permitted to congregate behind locked doors, away from the observation of their parents. The true spirit in this regard was very forcibly exemplified in the case of a boy in a neighboring city who had just joined a high school fraternity. Shortly after becoming a member he casually remarked, "I suppose I can bring my father with me to these club-rooms whenever I choose to do so?" "That you most certainly can not," he was told. "Then you can count me out, boys," he asserted decisively. "My father takes me with him to his club-rooms; and, if I can not return the compliment by inviting him to mine, I'm not in it. You can strike my name from the roster."

No organization can be conducive to the good of its members which has not for its cardinal purpose some unselfish philanthropic purpose. A society organized for the sole entertainment and amusement of those belonging to it is very apt to lead

to dissipation of energy in frittering away time upon frivolous things to the exclusion of the more serious and noble affairs of life.

We have never recognized the right of high school fraternities to exist, and have vigorously opposed them from their inception, long before there was any legislation against them. We have always maintained a consistent antagonism to them, and have never permitted any manifestation of them whatever on or about the school premises. We see no reason now to change our attitude in the matter; but, on the contrary, every reason to redouble our opposition until they are effectually stamped out. As the law now stands, no one can become a member, or retain his membership in one of these organizations, without becoming a law-breaker; and we stand for respect to law and order.

Athletics in the High School

We are often criticised by well-meaning people for permitting athletic contests in school. The opposition is strongest possibly against the game of foot-ball. I can not say personally that I have any great admiration for the game—possibly if I had engaged in it as a boy, I might now hold a different view. I have often wished that the interest of boys might center upon some less hazardous contest, such as track-athletics, or even base-ball; but the game of foot-ball seems to have a lasting hold upon them.

You can not mould the likes and dislikes of boys, or divert their points of interest, without offering some rational excuse that will appeal to their sense of the fitness of things. To advance the argument of danger to life and limb will only enlist their increased zeal, for that is one of the fascinating elements of an athletic contest to the average boy. You must take the boy as you find him, and make the most of the opportunities afforded for transforming him as you will.

It would be an easy matter to prohibit foot-ball, or any or all other athletic contests, in the schools; but that would not solve the problem by any means. Boys would continue to participate in the prohibited contest beyond the pale of school authority, unrestricted by proper control and influences. Under such a system it would inevitably degenerate into a mere brutal

contest for muscular supremacy, without regard to any code of ethics or courtesy. We deem it far better for these contests to occur under the wise control and direction of the faculty. In this manner the principles of courtesy, forbearance, fairness, honesty, and integrity, that go to make for sterling manhood, can be skillfully and effectually inculcated, and the boy come from the contest the better for having participated in it.

Under the present State organization of high school athletics, these contests become a powerful factor in increasing the boy's interest in his school duties and holding him effectively to his work. No high school can be a member of the State association that does not comply with the code of rules governing that organization. No boy can participate as a member of a team who does not comply with all of the rules and regulations. He must be gentlemanly, fair, courteous, and honorable in contest at all times; he must abstain from all habits and practices that would tend to weaken his physical effectiveness; and he must keep up all of his school work in a manner satisfactory to the members of the faculty. For dereliction in any of these essentials, he is prohibited from contests until the disability is removed. No boy is allowed membership on a team over the written protest of his parent or guardian.

Physical Education

I have said, "that every child is born with the inalienable right to have all of his faculties harmoniously developed to the highest capability of self-directed activity in the right direction." His faculties are three-fold, physical, intellectual, and moral. While the ultimate purpose of all true education is moral training, yet this must have a proper intellectual setting, which in turn must rest on an adequate physical basis. A sound body begets strength of mind, and a sound mind fosters correct moral principles. The body is not simply the tenement of the mind; it is rather the soil in which the mind grows and flourishes; hence, a rich and abundant soil produces a bountiful harvest. Therefore, it is essential to the highest and best moral training that both the physical and intellectual powers be adequately and properly developed and trained.

I do not think that our schools have been negligent in the

intellectual and moral training of our children; but I can not say as much as to their physical development. Much can be done in this direction that has not been attempted as yet. True, our teachers have been energetic with the means at their disposal; but these are meager at most. We have a graded course in school calisthenics, and our teachers are faithful and conscientious in trying to carry it out; but many of them lack adequate training in this respect, and have not the physical apparatus for effective work. The rest periods are utilized for physical culture; and, when the weather permits, the children are encouraged to participate in outdoor sports and games under the direction of the teachers.

We need more adequate play-grounds at some of the schools, where the children can participate more freely in outdoor exercise. Every school should have a fully equipped gymnasium, where the children can be regularly trained in physical activity at all times, in spite of the weather. And above all, we need a competent physical director, who can supervise this work and thoroughly train the teachers so that their efforts along this line will be intelligent and effective. I know of no need of the schools at this time that is so great as this reformation in the matter of physical training. On economical grounds alone it would be a judicious investment, as the time and effort expended in the physical training of children would be more than saved in the more rapid intellectual progress of strong, vigorous, healthy children.

Other cities are moving in this direction, and Huntington can not afford to lag behind. I quote from the Superintendent's Report of the Richmond, Indiana, Schools: "Gymnasiums have been provided in the Starr and Garfield Buildings. In the latter building the gymnasium is used during the day for gymnastic class exercises, and in the evening for athletic games;" and in another place: "The Board of Trustees has recently bought and equipped at the cost of over ten thousand dollars a large public playground on South Twenty-Second street, for the use of children in the upper grades throughout the city. They employ a director for these grounds during the summer vacation. During the school months teachers supervise the games and play

of their respective classes. Hundreds of our young people make good use of these grounds when the weather permits."

Health of School Children

The health of children is of prime importance, and every precaution and measure should be taken to preserve and promote it. As I said under the preceding topic, a sound body is essential to a sound mind. Therefore, as an economical measure, if for no other reason, it is well to look after the health and physical comfort of children, that they may make more rapid progress in their intellectual development.

The school buildings should be kept in a sanitary and healthy condition. They must be well lighted and ventilated, kept at a proper temperature, and free from dampness, dirt, and dust. All of our school buildings are kept in this condition, with the possible exception of the ventilation in those buildings in which the hot-water system of heating has recently been installed. The proper exhaust of foul air is maintained in these, but they need more adequate inlets of pure fresh air. This defect should be remedied at the earliest practicable moment.

Children should be carefully trained to cleanliness of body and dress; to correct habits of breathing, sitting, standing, and walking; to precautions in changing of apparel to meet sudden changes of atmospheric conditions, both as to temperature and humidity; and to the avoidance of direct draughts of cold or moist air, especially when sitting still. Our teachers as a rule are faithful in carrying out these precautions.

Physical defects in children should be carefully studied, and remedied as far as possible. The defectives in vision and hearing should be seated to the best advantage, and reported to parents when in need of treatment. Mouth-breathers should also be reported to parents for medical attention, for this defect is usually caused by nasal or throat troubles; and, if neglected, is apt to lead to disastrous bronchial diseases. Our teachers could do more effective work along this line if they had adequate training in methods of testing and application of remedies. I wish that public sentiment would advance to the point that our boards of education would be justifiable in employing medi-

cal experts to look after these defectives in school, and administer proper treatment.

Every precaution is taken to prevent the spreading of contagious and infectious diseases. Every affected or exposed child is rigidly quarantined from school until it brings a certificate from a physician certifying that there is no longer any danger of transmitting the disease. Teachers should be vigilant in watching for all suspicious symptoms, and act with promptness. No sick child should be allowed to remain in school. It can do the child no good, for it is in no condition to do effective school work; and there is always the risk of needlessly exposing others.

A regular course of instruction in simple rules of hygiene is given throughout the schools. Much can be done in the way of prevention of disease by a careful and judicious training of children to the intelligent observance and practice of hygienic laws of health.

Manual Training and Domestic Science

Manual training, or hand-work, in its simpler forms, such as paper cutting, folding, and pasting, clay modeling, etc., has existed in the primary grades of the Huntington schools for many years; but it was not until in September, 1902, that a systematic course of instruction was inaugurated for the elementary schools. At first this reached only a more thorough organization and amplification of the work already sporadically introduced, with the addition of plaiting, weaving, basketry, and knife-work in wood. In September, 1903, however, a thorough and complete course for the boys was inaugurated by the installation in the Central, William Street, and Tipton Street Schools of fully equipped shops, provided with benches and tools for a course in bench work in wood. Since that time bent iron and hammered metal work have been added. This work is offered to the boys of the sixth, seventh, and eighth grades. At the same time some work in sewing was offered to the girls of these grades by the regular teachers, under the direction of the supervisor. In September, 1904, the work of the girls was placed in charge of one teacher, and a systematic course in sewing and household economics was introduced. This

work, however, was under the direction of the supervisor of manual training until in September, 1906, when it was organized as a separate department and placed in charge of a special supervisor.

Manual training as a definite phase of public school work has long since passed the experimental stage, and is now fully recognized as an essential department in every well-regulated school system. It needs no argument in defense of its existence, as it has itself fully answered and silenced every criticism.

It might not be amiss, however, for the benefit of those who do not yet fully understand and appreciate its value, to give a brief explanation of its purpose and method. Many seem to think that it is industrial in its tendency, that its purpose is to make of the boys carpenters and metal-workers, and of the girls seamstresses and cooks. It is not this in any sense. If it leads incidentally to better carpentry, metal-working, sewing, and cooking, well and good; but this is not its highest purpose. The real purpose of manual training is to develop the powers of the pupil through spontaneous and intelligent self-activity. Appealing to the eye and hand, it establishes a co-ordination between the sensory and the motor parts of the brain, which is a most important step in the thorough organization of the brain. This proper knitting together of different centers, this opening of paths of association between the sensory and central portions of the brain on the one hand, and the executive portions on the other, is most vital to its health and efficiency. It makes for perfect sanity and mental health, for well-balanced adjustment of life to environment, for good judgment, for self-control, and for firmness and poise of character.

Shop work, and in fact laboratory work of all phases, engenders a habit of observation, a knowledge of the difference between accuracy and vagueness, and an insight into nature's complexity, and into the inadequacy of all verbal accounts of real phenomena, which, once wrought into the mind, remain there as lifelong possessions. It confers precision, it gives honesty, it begets a habit of self-reliance, it occupies the pupil in a way most congruous with the spontaneous interests of his age. It absorbs him, and leaves impressions durable and profound. Compared with the youth taught by these methods, one

brought up exclusively by books carries through life a certain remoteness from reality; he stands, as it were, out of the pale, and feels that he stands so; and he often suffers a kind of melancholy, from which he might have been rescued by a more real education. Too much of our school work divorces knowing from doing, and often exaggerates the relative value of the former as compared with that of the latter.

Manual training appeals to the initiative in the pupil, and makes of him a self-directive performer, gives him confidence in his own powers of independent thinking and acting. It teaches him to construct into forms of grace, beauty, and utility the designs which have been wrought out in the laboratory of the mind. It puts the stamp of public favor upon the toilsome occupations, and invites the young man upon leaving school to enter some one of the vocations that must necessarily furnish employment for the masses. If manual training did no more than communicate this message to the boy, that the skilled mechanic or intelligent farmer is just as useful and honorable a citizen as the lawyer, physician, merchant, preacher, or teacher, it would amply justify its being.

What has been said of manual training in its relation to the development of the boy, can be said with equal emphasis of domestic science in its relation to the training of the girl, and more—the girl should thoroughly know how to do well the things taught. Every girl, no matter what her sphere in life, nor what her other education and attainments may be, nor what vocation she expects to follow, should know how to properly prepare and cook well the common kinds of food; and how to select, cut, fit, and make, and keep in good condition ordinary wearing apparel; and in like manner how to perform well all of the duties that go to make up the equipment of a good housekeeper.

Wherever manual training or domestic science has been introduced, it has resulted in greatly increased interest, not only in that department, but in all other school work as well. It has held many pupils in school who would otherwise have dropped out and become permanently lost. The good accomplished in this respect alone is ample recompense for the expense of maintaining these departments in our schools.

While we have accomplished much in both manual training and domestic science, yet there is much more to do. The boys have a very complete course offered them in the grammar grades, but the girls as yet have had only one phase of their work offered them, that of sewing. They should be offered a complete course in cooking, as well. This will necessitate some outlay, in the way of fitting up cooking laboratories, or kitchens, with the proper equipment, but it should be done at the earliest practicable moment.

Both the manual training and domestic science should be extended to the high school just as soon as the building can be rearranged and readjusted to accommodate it. The boys and girls of the high school need this work even more emphatically than do the boys and girls of the grammar grades. They are more mature, and can accomplish more in the same time. They have had their interest in the work aroused by the work in the grammar grades, and they should have an opportunity to round it out to completeness. We need the work in the high school to hold the children in school, and to enlist their increased interest in the school work; and the pupils need it to give completeness and fullness to their education.

Text-Books

Complaints are sometimes heard about the cost of text-books, and the frequency of changes in text-books. We do not believe that either of these complaints is well-founded. Under the Indiana uniform text-book law, the elementary schools have for a number of years been purchasing their text-books at a greatly reduced price. If there be any objection to the price, it is rather that they are too cheap to insure the adoption of the best books.

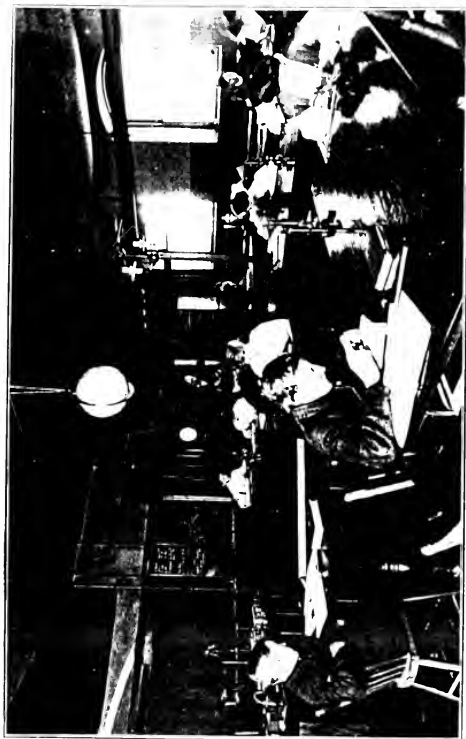
Under the text-book law, contracts must be made for periods of five or ten years, and changes of books can not be made except at the expiration of contracts. In many instances no change has been made, but the same text has been readopted. When present contracts expire, the texts now in use will have been used for the following periods respectively: U. S. history, fifteen years; advanced geography, ten years; advanced readers, ten years; copy-books, ten years; grammars, ten years; physi-

ologies, ten years; spelling book, ten years; arithmetics, five years; primary readers, five years; introductory geography, five years. In many instances, no doubt, the above figures do not represent the full period of adoption, for some of the books will probably be readopted at the expiration of the present contracts.

In the high school, the objection to both the cost of text-books and frequent changes in texts has been entirely eliminated by the installation of a rental library. For the use of a regular text-book for a term of school the pupil pays a rental fee equal to one-fifth of the cost of the book. Thus, for an expenditure of from 75 cents to \$1.25 a term, a pupil will get the use of text-books that would cost him from \$3.75 to \$6.25. In the department of English classics the saving is even far greater than this. An average pupil in English will use from five to ten classics during a term, and these will cost from 25 cents to 50 cents each, or a total average cost per term of about \$2.75. He gets the use of all of these books for one fee of 25 cents per term, or one-eleventh the cost of the books. This system is saving the people of Huntington hundreds of dollars every year in the cost of high school texts alone; and without any cost whatever to the board of education, as the library is self-sustaining, the rental fees paying for new books to replace the old ones as they wear out, and for new adoptions to replace old texts displaced. One great advantage of this system is that texts can be changed as often as the welfare of the school demands, without hardship to patrons, and hence without any objection on their part. Patronage of the rental library is entirely optional with the pupil, he being at liberty to purchase or rent his books, just as he chooses.

Supplementary Reading

Reading is essentially the backbone of the course of study in the elementary schools. This is especially true in the primary grades. To secure the best results, the pupils should be provided with a wide and varied range of the best reading matter to be procured. This requires that several sets of the best supplementary readers published should be placed in each room in the city. To require the patrons to purchase a copy of each of these readers for each child would entail an unjust hard-



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ship upon them; so they are asked to purchase only the regular reader adopted by the State. In addition to this, the board of education has purchased and placed in each room in the city schools a full set of each of the following readers as designated:

First Grade: Ward's Rational Primer, Cyr's Children's Primer, Holton's Primer.

Second Grade: Ward's Rational First Reader, Cyr's Children's First Reader, Arnold and Gilbert's Stepping Stones to Literature Book I.

Third grade: Ward's Rational Second Reader, Cyr's Children's Second Reader, Arnold and Gilbert's Stepping Stones to Literature Book II., Stickney's Second Reader.

Fourth Grade: Ward's Rational Third Reader, Cyr's Children's Third Reader, Arnold and Gilbert's Stepping Stones to Literature Book III., Stickney's Third Reader.

In addition to these, special sets of the following books have been distributed to various grades: Judson and Bender's Graded Literature Readers, Bhisdell's Child Life Readers, Jones's Readers, and Heart of Oak Books.

Since the child can use but one book at a time, it costs the board no more to furnish several sets to each room than it would to furnish one set. If but one set were furnished to a room, it would be in constant use, and consequently would last but one-fifth as long as each of five sets.

Under this system, at a comparatively small cost to the tax-payers, our children are freely provided with a rich and varied assortment of choice reading.

Grade Libraries

Every schoolroom in the city below the high school, with the exception of first grade rooms, is supplied with a circulating library, called a Grade Library. These Grade Libraries contain from 125 to 150 volumes each, of well selected books suited to the advancement of the pupil and to the character of the work of the grade. The books are used by the pupils individually for home reading, and collectively, under the direction of the teacher, for supplementing the regular class work. These libraries are a potent factor in enriching every phase of school work, and in cultivating in the pupils a taste for good and whole-

some reading. They should be replenished from time to time by fresh new books, which are being issued from the press at frequent intervals.

Classification and Promotion

The gradation of the schools is upon a semiannual basis; that is, each grade is divided into two semiannual sections. Under this arrangement the several classes throughout the schools are separated by intervals of one-half year. Regular promotions are made at the end of each semiannual term, in January and May respectively. A class is organized in the first grade at the beginning of each semiannual term, and one is graduated from the high school at the close of each term.

Individual promotions may occur at any time, whenever, in the judgment of the teacher and principal, a pupil is strong enough to do the work of the next higher grade satisfactorily. Pupils who fall hopelessly behind their classes may also be dropped back to the next lower grade at any time, whenever it appears to be to his best interests to do so. Promotions in the elementary schools are made by grades, in the high school by subjects.

The following are some of the advantages of the semiannual classification system: Frequent promotions stimulate the interest of pupils; a pupil failing loses but a half year, instead of a whole year; a pupil losing class standing by prolonged absence, on account of sickness or other causes, may be properly classified at the opening of the next term, instead of waiting for a whole year; individual promotions of strong pupils may be made more frequently. The strongest argument against the semiannual classification system is that it multiplies classes, until, in most schools, it is impossible or impracticable to maintain a one-class-to-a-teacher system; which, in my judgment, is a very important consideration.

I was one of the first superintendents in Indiana to advocate and inaugurate the semiannual classification system, having used it in the schools under my charge for the past eighteen years. I have, however, from experience and observation, become so impressed with the decided advantage of the one-class system, that I am almost ready to advocate the abolishment of the semi-

annual classification system in the interests of the one-class plan.

Under that plan the teacher devotes half of her time to hearing the recitation, and the other half to supervising the study work of the pupils. This is of prime importance, especially in the primary grades. A teacher can accomplish far more by devoting half of her time to training pupils to correct habits and methods of study, and the other half to hearing recitations well prepared, than in using her entire time in an attempt to conduct proper recitations upon half-prepared, ill-prepared, or not-at-all-prepared lessons. This plan also gives the teacher an opportunity to come in personal contact with those peculiarly constituted individuals, who seem to be misfits and do not hold their places in the class, and extend to them the necessary individual special assistance. In this respect it is far better than the "Batavia plan," because the regular teacher understands the peculiar characteristics of the pupil and knows how to approach him. It is much easier to change from an annual to a semi-annual classification system, than it is to change from the semi-annual to the annual; else I would not hesitate to change to the annual at once, in order to reap the benefits of the single-class plan. I may yet decide to do so in the near future, in spite of the difficulties attending such a reform.

In the first few years of school, promotions are made largely upon the judgment of the teacher as to the pupil's ability to do the work of the next higher grade; as the pupil advances in the course, it is based more directly upon his standing as evidenced by a combination of his daily class work and written examinations. The teacher is at liberty at all times to modify the records in accordance with her best judgment. The teacher should not make herself a slave to grades and per cents., but should make a judicious use of these in arriving at a correct judgment of the pupil's capability for doing the work in a satisfactory manner.

The table on the following page shows the per cent. of pupils promoted in the various grades and classes from the first grade in the primary department to the senior class in the high school. It shows that the largest number of failures occurs in the freshman class of the high school. The grammar grades come next in point of failures.

Average Term Enrollment, Promotions by Classes and Grades, and Percentages of Promotions. Based on Enrollment, Average Daily Membership, and Average Daily Attendance For the Year 1907-08

CLASSES AND GRADES	First Term		Second Term		Average for the Year		Percentages of Pro- motions		
	Enrollment for the Term	Number Pro- moted	Enrollment for the Term	Number Pro- moted	Average Term Enrollment	Average Term Promotions	On Enrollment	On Average Daily Membership	On Average Daily Attendance
Senior Class...	34	24	42	30	38	27	71.1	74.6	78.3
Junior Class...	43	34	31	26	37	30	81.1	85.2	89.6
Sophomore Class...	47	38	58	49	52.5	43.5	82.9	87.2	91.4
Freshman Class...	106	68	111	70	108.5	67.5	62.2	65.4	68.6
Eighth Grade...	90	82	100	81	99.5	81.5	81.9	85.3	88.6
Seventh Grade...	118	89	120	86	119	87.5	73.5	81	85
Sixth Grade...	149	123	153	117	151	120	79.5	87.3	91.3
Fifth Grade...	198	162	193	149	195.5	155.5	79.5	85	88.6
Fourth Grade...	180	156	171	127	175.5	141.5	80.6	89.8	93.7
Third Grade...	193	161	197	180	195	170.5	87.4	94.7	98.3
Second Grade...	193	164	175	141	184	152.5	82.9	91.3	96.5
First Grade...	252	177	222	178	237.5	177.5	74.7	86	91
Total.....	1612	1275	1573	1234	1593	1254.5	78.8	86	90

Record of Pupil's Standing and Reports to Parents

A permanent record of the pupil's standing and progress in all of his studies is carefully kept in a card-filing system. Each card contains a complete record of the pupil for eight terms, or four years. This card is kept in the room where the pupil is classified until it is filled, or the pupil withdraws from school, when it is sent to the superintendent's office, and filed alphabetically in a permanent card-filing cabinet. In the case of a withdrawn pupil, should he again return to school, the card is sent out to the proper room, and his record continued upon it until it is filled, when it is again sent to the superintendent's office to be permanently filed. Thus the complete record of any pupil who has ever attended the schools can be looked up instantly.

Upon a smaller card, containing space for his record for one term, a duplicate of this report is sent to the parent or guardian at the end of each month for his inspection, who signs it and returns it to the teacher. In this manner the parent or

guardian is kept informed as to the pupil's progress. Parents can make these reports powerful agencies in inspiring pupils to their best efforts, if they will make the proper use of them. They should not be viewed frivolously, or passed over lightly. Pupils should be made to feel that these monthly reports are important epochs in their school progress. If the pupil brings home a good report, the parents should let him know that they appreciate it by extending the praise which he merits. If the report is unsatisfactory, immediate steps should be taken to cause an improvement in the report for the next month. Thus will the home and school be kept in close touch, and they will work in harmonious co-operation for the pupil's progress and welfare.

Art in the Schoolroom

The school should train the individual for the enjoyment of life, as well as for its maintenance. That is the best education which gives the pupil the largest capacity for the fullest enjoyment of all that is beautiful and true in life. Every attribute of the truest and most perfect life to which man may aspire has a proper place in the school work, life, and environment of the child. The proper training of the child, then, must bring into healthful activity, not only his bodily, intellectual, and moral natures, but his emotional and esthetic faculties as well.

The child should not only read beautiful thoughts from the best writers of literature, and hear beautiful music composed by the best masters, but its eyes should contemplate beautiful surroundings and beautiful objects. The child takes its cue as to what is beautiful from what it sees about it, and what it hears others approve. It is in early childhood that esthetic, as well as moral, influences make the deepest impression and have the most abiding effect. The most valuable esthetic impulses can best be developed by early companionship and constant association with the beautiful and true.

If you would have the child become imbued with the artistic temperament, he must live and have his being in an artistic environment. Nature is one of the greatest teachers in this realm, and we, in our blindness, should not seek to improve upon her work by disfiguring her products—her trees, her hills, her

valleys, her brooks, her landscapes. The child should become familiar with these in their pristine beauty, and thus learn to know and love Nature as the Divine Artist. Bryant says:

"To him who in the love of Nature holds
Communion with her visible forms, she speaks
A various language; for his gayer hours
She has a voice of gladness, and a smile
And eloquence of beauty, and she glides
Into his darker musings, with a mild
And healing sympathy, that steals away
Their sharpness, ere he is aware."

The school grounds should be kept in an attractive, artistic condition; the buildings should be constructed with an eye to architectural beauty, as well as stability and utility; and the interior should be attractive and pleasing to the eye.

Schoolroom Decorations

Much has been done in the past five years to make the schoolrooms and halls look attractive and beautiful. The rooms are all large and commodious and well lighted. The floors of the halls are carpeted with linoleum, and the stairways with cork or rubber matting; a strip of linoleum extends around each schoolroom, between the seats and walls, and also down the center aisle. The walls and ceilings are all tinted with beautiful colors, pleasing and restful to the eyes. The woodwork and furniture are neatly varnished, and are kept clean and attractive. All of the old seats have been scraped, sandpapered, inlaid with wood where necessary, filled, and newly varnished, until they are as attractive as new. The windows are kept clean, and attractively curtained. The blackboards are all of genuine slate, and none but the best grade of dustless crayon is used, and the crayon-gutters are kept clean and free of dust.

Many beautiful pictures, pieces of statuary and art pottery decorate the walls of the schoolrooms and halls of every building. These have all been carefully selected, and represent some of the world's great masterpieces of art. In making these selections, care has been exercised to secure pieces of real merit,

such as will appeal to the artistic instincts of the children and arouse and cultivate in them an appreciation for the beautiful and true.

Many of our children have no opportunity to see beautiful and attractive rooms decorated with real art in their homes, and hence the schoolroom offers the only opportunity they will probably ever have to come in personal contact with those things calculated to awaken in them a love for the beautiful. Silently they insinuate themselves into the mind of the child; and, like gems of literature, fix themselves upon the memory and become an impelling force that directs his future life and conduct. The truth of this is demonstrated by the reflex action on the home environment of the child, which responds with improved home decorations.

Money expended in this direction is well invested, and the outlay in the future should be much more liberal than it has been in the past. It will inevitably result in increased esthetic culture; and this will lead to enlarged capacity for enjoyment on the part of our citizens, and elevate the moral tone of the community. John Ruskin argues that it would be a judicious investment on the part of the government, on the basis of economy alone, to expend large sums of money in purchasing specimens of the world's greatest painting and sculpture, and place them in the postoffices and other public buildings, where the masses may come in contact with them and breathe their inspiration; that the money thus expended would be more than saved in the lessened expense of maintaining courts of justice, jails, and penitentiaries.

SCHOOL COLLECTIONS IN ART

High School

Pictures

Sir Galahad—Watts.
The Old Elms—Roberts.
Colosseum.
Study of a Lion—Landseer.
Aurora—Guldo Renl.
Acropolis.
Head of Christ—Hofman.
Robert Burns's Birthplace.
Puritan Sabbath—Loomis.
Frieze of Prophets—Sargent.
Forum.

Ruth—Landelle.
Cherubs—Parma.
Shakespeare's Birthplace.
Triumphal Arch.
Sistine Madonna—Raphael.
Castle of St. Angelo.
Venus de Milo.
Paysage—Corot.
Sphinx and Pyramids.
The Hermes of Praxiteles.
Preliminary Sketches for the "Discoverer"—Hunt.

Whittier.
Rembrandt.
Where Noble Elms Abound—Rob-
bins.
Bryant.
Reading from Homer.
Emerson.
Highland Solitude—Roe.
Longfellow.
Stratford-on-Avon.
The Sleeping Lion.
Ann Hathaway's Cottage.
Lowell.

Casts

Bust of Shakespeare.
Bust of The Artilmus.
Dante.
Voltaire.
Venus.
Apollo.

Minerva.
Nubian Head
Laughing Boy.

Art Pottery

Green Awaji candlestick.
Green Raku cracker-jar.
Green Awaji teapot.
Green and red vase.
Dark green pitcher.
Yellow Awaji vase, green drip.
Dark blue vase.
Blush vase, with handle.
Red orange Awaji pitcher.
Blue teapot.
Yellow Awaji vase, low.
Brown Duschek mug.
Dark green bowl.
Blush vase, with handle.
Gray pitcher, decorated.
Yellow Awaji vase, low.

Central School

Pictures

Frieze of Prophets—Sargent.
The Angelus—Millet.
The Balloon—Duphe.
The End of the Journey—Adan.
The Soul's Awakening—Sant.
Stag at Bay—Landseer.
The Challenge—Landseer.
Two Men at the Plow.
Christ the Good Shepherd—Plock-
horst.
Christ Blessing Little Children—
Plockhorst.
Christ and the Doctors—Hofman.
Madonna and Child—Bodenhausen.
Baby Stuart—Van Dyck.
Angels' Heads—Reynolds.
The Helping Hand—Renouf.
Arrival of the Shepherds—LeRolle.
The Shepherdess—Millet.
Christmas Chimes—Blashfield.
Sistine Madonna—Raphael.
First Steps—Millet.
St. Cecelia and Angels—Naujok.
A Norman Sire—Rosa Bonheur.
A Noble Charge—Rosa Bonheur.
Holy Women at Tomb—Plockhorst.
Madonna and Child—Murillo.
St. Anthony of Padua—Murillo.

The Divine Shepherd—Murillo.
The Shepherdess—LeRolle.
Paysage—Corot.
Colosseum.
Pantheon.
Sir Gallahad—Watts.
Beethoven.
Lincoln.
Christ and the Rich Young Man—
Hofman.
Longfellow.
Bryant.
Rest in Flight—Knaus.
Hawthorne.
Haying Time—Muzzelle.
Lowell.

Art Pottery

Tall green Duschek vase.
Brown teapot.
Terre cotta teapot.
Japanese teapot.
Yellow and green loving cup.
Flat red bowl, with cover.
Light and dark blue vase.
Green pitcher vase.
Brown and green pitcher vase,
twisted handles.
Rose jar.
Low Duschek vase.

William Street School

Pictures

John Alden and Priscilla—Boughton.
 Madonna of the Chair—Raphael.
 Stepping Stones—King.
 Head of Christ—Hofman.
 Christ and the Fishermen—Zimmerman.
 Sistine Madonna—Raphael.
 The Gleaners—Millet.
 The Return of the Mayflower—Boughton.
 Madonna and Child—Bodenhausen.
 Stag at Bay—Landseer.
 Soul's Awakening—Sant.
 The Horse Fair—Rosa Bonheur.
 Bayard (Dog's head)—Paton.
 Paysage—Corot.
 Landscape with Mill—Ruyssdael.
 Frieze of Prophets—Sargent.
 Sir Galahad—Watts.
 Longfellow.
 The Challenge—Landseer.
 On the Alert—Rosa Bonheur.
 Wagner.
 Christ and the Rich Young Man—Hofman.
 Mozart.
 A Noble Charge—Rosa Bonheur.
 Tennyson.
 Rest in Flight—Knaus.
 Byron.

Brittany Sheep—Rosa Bonheur.
 Burns.
 Christ Blessing Little Children—Plockhorst.
 Milton.
 Christ and the Doctors—Hofman.
 Pope.
 The Angelus—Millet.
 Shakespeare.
 Virgin of Seville—Murillo.
 Colosseum.
 Children of the Shell—Murillo.
 Arch of Constantine.

Casts

Bust of Lincoln.
 Bust of Washington.
 Bust of Apollo.
 Lion.

Art Pottery

Terra cotta teapot.
 Buff teapot, green drip.
 Brown tea pot.
 Light and dark blue vase.
 Dark red Awaji bowl.
 Yellow Awaji loving cup, green drip.
 Buff Japanese tencup, green drip.
 Tall green Duschek vase.
 Tall light steln.
 Tall green steln.
 Terra cotta bowl, with cover.

Tipton Street School

Pictures

Madonna and Child—Bodenhausen.
 The Angelus—Millet.
 Immaculate Conception—Murillo.
 Christ Blessing Little Children—Plockhorst.
 Christ and the Doctors—Hofman.
 First Steps—Swinstead.
 Angels' Heads—Reynolds.
 Rest in Flight—Knaus.
 Stag at Bay—Landseer.
 Sistine Madonna—Raphael.
 Madonna and Child—Sichel.
 Washington.
 Aurora—Guido Reni.
 Mozart.
 The Divine Shepherd—Murillo.
 Beethoven.
 St. Anthony of Padua—Murillo.
 Liszt.
 Paysage—Corot.

Chopin.
 Sheep Going to Pasture—Mauve.
 Wagner.
 Shepherd and Flock—Mauve.
 Acropolis.
 Lord of All I Survey—Lewis.
 Pantheon.
 Madonna of the Chair—Raphael.

Art Pottery

Terra cotta teapot.
 Brown teapot.
 Chocolate pitcher vase.
 Green mug, with handle.
 Flat red bowl.
 Light and dark blue vase.
 Spill.
 Light green Duschek vase.
 Terra cotta vase.
 Yellow Awaji loving cup, green drip.
 Yellow mug, green drip.

State Street School

Pictures

Madonna and Child—Bodenhausen.
 The Christ Head—Hofman.
 Frieze of Prophets—Sargent.
 Song of the Lark—Breton.
 First Steps—Millet.
 Christ Blessing Little Children—
 Plockhorst.
 Rest in Flight—Knaus.
 Christ and the Doctors—Hofman.
 Baby Stuart—Van Dyck.
 Sistine Madonna — Raphael (two
 copies).
 The Departure—Denneulin.

The Return—Denneulin
 Joan of Arc—Lepage.
 The Parthenon.
 Notre Dame.
 St. Marks.
 Mozart.

Art Pottery

Yellow Awaji loving cup, green
 drip.
 Blue and green spill.
 Buff and green teapot.
 Small red bowl.
 Red and blue flaring vase.
 Duschek bowl, low.

Allen Street School

Pictures

Christ Blessing Little Children—
 Plockhorst.
 The Gleaners—Millet.
 Head of Christ—Hofman.
 Christ Teaching in the Temple—
 Plockhorst.
 Madonna and Child—Bodenhausen.
 Shepherds Knitting—Millet.
 First Steps—Millet.
 The Arrival of the Shepherds—Le
 Rolle.
 Christ and the Doctors—Hofman.

Rest in Flight—Knaus.
 Christ and the Good Shepherd—
 Plockhorst.
 At the Well—Anderson.
 Mendelssohn.

Art Pottery

Rough brown pitcher.
 Red and green vase.
 Green Duschek vase.
 Spill.
 Low brown and green bowl.
 Tall blue Duschek vase.

City Free Library

Pictures

Frieze of Prophets—Sargent.
 Sir Galahad—Watts.
 Head of Christ—Muriillo.
 Parthenon.
 Six Views of Pompeii.
 Cathedral at Chester.
 Interior View of Cathedral.
 Conscience Independents in West-
 minster Hall, England, in 1644.
 Interior View of Vatican.
 Stratford-on-Avon.

Washington.
 Longfellow.
 Bryant.
 Lowell.
 Emerson.
 Holmes.
 Whittier.
 Beethoven.
 Lincoln.
 Webster.
 Lazarus.
 Samuel Huntington.

Teachers' Salaries

During the past five years there has been an unprecedented increase in the salaries of teachers all over the country. Huntington has made a decided advance in this respect during that time, but we have not kept pace with many other cities. A few years ago Huntington was paying the highest average grade salaries of any city in Indiana outside of Indianapolis. I do



CHEMICAL LABORATORY—HIGH SCHOOL

not believe that this is the case at the present time. I judge by the fact that it is becoming more difficult from year to year to secure first class teachers to accept places in our schools, and we are losing more teachers from promotions to better positions. If we are to continue to secure and retain teachers of the highest grade, we must pay the salaries that will command their services.

Conclusion

In closing this report, I deem it wise to summarize briefly some of the important changes and improvements made in the schools during the past five years. Among the notable changes are the following:

The installation of a central hot-water heating plant for the High School, Central School, and City Free Library, by which a more equable and sanitary heat has been secured, and at a greatly reduced cost for fuel and janitor service.

The installation of a complete hot-water heating system in the William Street School, with the same results as in the case of the central heating plant.

The addition of flushing closets to the High School, Central School, and Allen Street School, which has greatly improved the sanitary condition of those buildings.

The addition of a fire-escape to the State Street School, and of chemical fire-extinguishers to all school buildings, which has greatly lessened the danger from fire.

The inauguration of a more businesslike system of purchasing supplies, which has resulted in a great saving of expense to the schools.

The entire elimination of the deficit in the school funds, by which the board no longer has to anticipate the funds for the following year.

The payment of several thousand dollars of the bonded indebtedness, thereby lessening the amount of interest to be paid annually.

The adoption of a more accurate and systematic method of taking the enumeration of school children, by which hundreds of dollars are saved to the city each year.

A more thorough and systematic method of keeping the rec-

ords of pupils' attendance and standing in the schools, of tabulating statistics, and of making reports.

The publication of school reports and course of study once every five years, instead of every year, which has resulted in a great saving of expense, and at the same time enables the board to issue a much more complete and creditable report in every way.

A thorough revision, amplification, and enrichment of the course of study, which enables the teachers to do better work in the class room.

Modification of the course of study in the primary grades, so that pupils are required to do less of formal arithmetic and other abstruse subjects, and give more attention to reading, language work, hand work, and other subjects easily within their capacity.

The addition of bench work and metal work in manual training for the boys, and domestic science for the girls, in the grammar schools.

The introduction of a thoroughly organized system of departmental work in the grammar schools.

The introduction of a complete, practical commercial course of four years into the high school.

A largely increased attendance in the high school, with increased interest on the part of the teachers and pupils, with the resultant increase in the number of graduates.

The rental text-book library in the high school put on a self-sustaining basis.

An improved teaching force, with increased salaries to teachers, amounting on the average to 20 per cent.

Greater freedom to teachers in exercising their individuality in doing their work, subject to the accomplishment of the desired results.

More individual attention to pupils on the part of the teachers, resulting in an effort to adjust the school to the needs of the pupil, rather than an attempt to force the pupil to accommodate himself to the requirements of the school.

The establishment of a professional lecture course for teachers, which has greatly enlarged their view of their work, and increased their efficiency and effectiveness.

I would like also, in closing, to enumerate a few of the

most urgent necessities of the schools at the present time. Briefly, they are as follows:

A better system of ventilation in those buildings recently equipped with hot water heating systems.

Enlarged facilities for accommodating the growing high school, both in recitation rooms and teaching force.

Better facilities for a thorough and systematic course of physical training for the pupils of all the schools.

The employment of an additional first-grade teacher, so that the supervisor of primary instruction may devote her entire time to the supervision of the instruction in all of the grades in the first five years of the school course.

The addition of cooking to the course in domestic science for the girls.

The extension of manual training and domestic science to the high school.

While I feel that the record of what has been done for the schools during the past five years, and what has been accomplished in the increased efficiency and effectiveness of their work, is cause for much gratification; yet, we should not be content with laurels already won, but should redouble our efforts to accomplish even greater things for the schools in the next five years. We should be content with nothing less. There is a great awakening all over the country in matters educational. Teachers everywhere are studying, investigating, working as never before; and the outcome will be progress, progress of a healthy and permanent character. The child is sitting in the midst, the cynosure of all eyes; and all roads lead to him and his welfare. We of Huntington must take a hand in this great work for the best development of the child; not content merely to follow in the wake of others, we should take our place in the front rank, and help to blaze the way for others to follow. And yet, in our eagerness for progress and improvement, we should not lose sight of what has been accomplished. We should hold fast to that which is good, and sound, and wholesome; and strive always, with earnest and liberal spirit, to accomplish that which is highest and best for our boys and girls, the future citizens of our beloved country. *Respectfully submitted,*

WILLIAM P. HART, Superintendent.

COURSE OF STUDY

A course of study in any system of schools is a variable entity, constantly changing and readjusting itself to meet the increasing demands and shifting ideals of the people for whose training and education it marks the way. It is not prepared to suit absolutely the requirements of any particular individual, but rather those of the composite individual—that is, an ideal individual having the common psychic characteristics of all normal children. Occasionally, perhaps, an individual may be found who embodies all of these essential common characteristics; but the vast majority of children will vary, to a greater or less degree, from this ideal. It follows, therefore, that a course of study must be flexible, so that it may be readjusted to suit the particular needs of each child.

In preparing the following course of study, the child growing has been the determining factor throughout. It has been the purpose to so arrange the course of study and plan its operation that the powers of the child will have the most favorable conditions and the best opportunity to grow and develop until they reach their highest and best fruition. The course has been so diversified and enriched as to lead out all of the powers of the child to the highest degree of harmonious self-activity, and thus give him the broadest view of life and the greatest capacity for enjoying all that is beautiful, and true, and noble.

The course naturally falls into three divisions, determined by the three stages of development of the child, viz.: the course for the primary school, where he is given the tools of learning; the course for the grammar school, where he is trained in their use; and the course for the high school, where he uses them in the acquisition of knowledge. Each of these stages covers four years, as follows: the primary school, from the first to the fourth; the grammar school, from the fifth to the eighth; and the high school, from the ninth to the twelfth.

During the first five years of the course, he recites all of his work to one teacher, spending a year with each teacher as he progresses. In these earlier years, since his power of concentration along any special line is not strong, and he is in need of much individual help and encouragement, it is felt that he will receive greater benefit from the continuous service of a single teacher, who will thus be enabled, owing to the limited number of pupils under her charge, to come into closer and more sympathetic personal touch with the child. Later, as his powers of concentrated effort become stronger, it is believed that he will reap more benefit from the expert instruction of special teachers along the various lines of work, and that personal contact with several teachers at the same time will have a broadening effect upon his mind.

and disposition. Consequently, the work from the sixth to the twelfth years is organized upon a departmental basis.

A course of study should not only outline the work to be done, but it should also present to the teacher some of the ideals and purposes to be realized, with suggestions and working directions for attaining them. All these have received careful and thoughtful consideration in the preparation of the course. Much of this, however, is suggestive, rather than mandatory; and the teacher should exercise wise and judicious discrimination in adapting it to the needs of particular classes and individuals. A course of study should never be followed blindly, but should be intelligently pursued with a broad and deep sympathy for the child to be trained. The child should not be made to conform to the course of study—the course of study should be adapted to the child.

PRIMARY SCHOOLS

GRADE ONE, SECTION ONE

Reading

The Rational Method in Reading, board work; The Rational Primer, Part I.; Cyr's The Children's Primer; The Holton Primer.

The children should be drilled in reading short, simple, and interesting sentences from the board, so varied as to prevent monotonous repetition and reciting from memory. They should read easily from the board, using a vocabulary of at least one hundred words, before attempting the use of books.

When children begin to read from books, the simplest lessons from several primers should be read before any book is read through. The reading from books should be supplemented freely by work from the blackboard.

There should be daily drills in phonics, as outlined in The Rational Method and the phonic cards accompanying it.

Special care should be taken by the teacher to secure distinctness of articulation, naturalness of expression, and conscious interpretation of thought on the part of the pupil.

Word Study and Phonics

The words of the reading lesson should be studied as to form, sound, and meaning. The spelling should be both oral and written—oral by sound, written in semi-slant script. Since learning to read necessarily involves a knowledge of words, the study of the words should precede every reading exercise.

There should be constant drills on elementary sounds, the purpose being to give the pupils power to pronounce words for themselves.

Capitals, hyphens, apostrophes, and syllables should be indicated in writing words.

The meaning and use of each word should be thoroughly learned. An excellent method of doing this is to have the pupil use the word in original sentences of his own construction.

Each pupil should learn to spell his own name, the teacher's name, the name of the school, Huntington, and Indiana.

Writing

Practice on all small letters and necessary capitals. The reading and spelling lessons should be written in neat, plain, semi-slant script, as presented in *New Era Semi-Slant Writing, Books A and B*. Use paper and lead-pencil. The purpose in writing is to secure legibility, accuracy, neatness, and rapidity, in the order named.

Language

The language work should be both oral and written. There should be daily conversation to lead to clear, correct, and complete expression of thought. Material for oral language study may be taken from observation of animal and plant life in the neighborhood; care of the body, with special reference to cleanliness and neatness; conduct, with special reference to politeness, deference, and forbearance; stories and fables from history and literature; form and color, with special reference to carefulness of observation and accuracy of expression in description and comparison; pictures, as a foundation for story telling; selections to be studied and memorized.

In written language there should be daily work in language forms, copying words and simple sentences from the blackboard to gain a vocabulary of idioms, such as: I see, I have, I can, we have, you have, it is, is it? do you? are you? The use of a capital letter at the beginning of a sentence, and of the period and interrogation point at the end of a sentence, should be studied. Each pupil should learn to write his own name, the teacher's name, the name of the school, Huntington, and Indiana.

Geography

Place: Up, down, front, back, right, left, here, there; location of objects.

Distance: Inch, foot, yard, mile.

Direction: East, west, north, south.

Time: Day and night. Sun—light, heat, rises in the east, sets in the west; moon; stars.

Weather: Warm, cold, clear, cloudy, dry, wet; notice changes.

Earth: Shape; surface—mountains, hills, valleys, plains.

People and Life: Homes; public buildings; ways of travelling—carriages, interurban cars; ways of communicating with people—speaking, telephoning, writing letters; occupations of parents and neighbors.

Reference Books: Long's Home Geography, Payne's Geographical Nature Studies, Andrews's Seven Little Sisters.

History

History of the Race: The Story of Kablu, the Aryan Boy; reference books: Andrews's Ten Boys, Kemp's Outline of Method in History, Scott's Organic Education. The Story of Agoonac, the Esquimau Girl; reference books: Andrews's The Seven Little Sisters, and The Seven Little Sisters Prove Their Sisterhood, Scott's Organic Education.

History of the United States: Christopher Columbus and the discovery of America; reference books: Dodge's Stories of American History, Gilman's The Discovery and Exploration of America, Glascock's Stories of Columbia, Scott's Organic Education.

Historical Days:

Columbus Day, October 12—September and October

Thanksgiving Day—October and November

(Indiana Day, December 11—December)

Christmas Day, December 25—December

(Lincoln Day, February 12—January and February)

Washington Day, February 22—January and February

(Longfellow Day, February 27—January and February)

(President's Day, March 4—February and March)

Memorial Day, May 30—March, April, and May

(Independence Day, July 4—May and June)

Some or all of those in () should be omitted.

Drawing and Art

The Prang Text Books of Art Education, Book I.

Water-color, chalk, and charcoal work.

Sketches of simple landscape compositions; field and clear sky, field and clouded sky, field and sky with trees in the distance, etc.

Representations of the different seasons, also different times of the day.

Sketches made directly from life, also from imagination for illustrative work; life and landscape work combined in the illustration of a nursery rhyme, some game or sport.

Sketches of grasses, seed-pods, flowers, fruit, and vegetables.

Simple designs for book-covers, mats, handkerchiefs, plates, and bowls.

Paper-cutting of common objects, toys, etc.; also fruit, vegetables, and other growths.

Illustration of stories and games. After the use of the scissors has been gained by cutting out a few pictures, the original work should be free-hand.

Music

Roar Songs: Attack, phrasing, accent, enunciation.

Rhythm: Counting, marching, beating.

The Scale: As a rote song; with one syllable, loo, coo, etc.; with all syllables, do, re, mi, etc.; page 1 of Introductory Chart, in the nine common keys, movable do; establish tones, 8, 1, 5, 3, 6, 2, 4, and 7.

Ear and eye training; interval drills.

Whole, half, and quarter notes and rest, measure, bar, double bar, staff, G-clef, and notes on staff.

Introductory Chart: All exercises in 2-4 and 4-4.

Weaver's Individual Sight Singing Slips.

Written work from dictation.

Manual Training

Practice measuring with inch-marked ruler.

Practice weaving with 7 in. by 7 in. leather mat and splints.

Weave Seegmiller's Bogus Paper Mats.

With yarn, weave single-thread mat on 6 in. square strawboard loom.

Simple paper-folding and construction.

Clay-work and sand-table work.

Sewing-cards.

Reference Books: Love's Industrial Education, Worst's Construction Work, Kellogg's How to Teach Clay Modeling, Seegmiller's Primary Handwork.

Literature

Gems of literature to be memorized and recited.

Familiar talks about well-known authors.

Reference Books: Peaslee's Graded Selections, Lovejoy's Nature in Verse.

Educational Gymnastics

Exercises as outlined in Nissen's Swedish System of Educational Gymnastics, pages 43—48.

Manners and Morals

Instruction in good manners and morals should be given at the opening exercises and other favorable opportunities. Instruction in these subjects may be very effectively given in connection with all other school exercises. In fact, this should be the ultimate goal of all instruction. In giving this instruction, teachers should keep strictly within the bounds of manners and morals, and thus avoid all occasions for treating of or alluding to sectarian subjects.

The aim should constantly be to seek to implant in the minds and hearts of pupils the principles of right conduct and right living. High ideals should be firmly implanted in their minds, and they should be constantly stimulated to exert their best endeavors to realize them. The cardinal principles of piety, truthfulness, honesty, cleanliness in thought and person, deference to rightful authority, consideration for

the rights of others, politeness, unselfishness, desire to serve others, industry, frugality, and patriotism should be constantly kept before them by both precept and example.

In this connection instruction in temperance and the effects of alcoholic stimulants and narcotics on body and mind, as required by law, may be carried out in letter and in spirit.

GRADE ONE, SECTION TWO

Reading

The Rational Method in Reading, Primer, Part II.; Indiana Universal Primer; Cyr's The Children's Primer; The Holton Primer.

Script and print alphabet learned, and constant drills in phonics, as outlined in The Rational Primer and the phonic cards accompanying it.

Follow instructions as outlined in Grade One, Section One.

Word Study and Phonics

Words of reading lessons and selected lists from the other work suited to the grade, both oral and written, oral by sound and letter, written in semi-slant script; continuation of drills on capitals, hyphens, apostrophes, and syllables; thoroughly learn the form, meaning, and use of each word; learn the spelling of the names of the days of the week.

Follow instructions as outlined in Grade One, Section One.

Writing

Continue drills on small letters, and learn all capitals. Continue written reading and spelling lessons in neat, plain, semi-slant script, as presented in New Era Semi-Slant Writing, Books A and B, using paper and lead-pencil.

Language

Oral: Complete statements required in all recitations, insisting upon correctness of expression; opportunity for connected thinking in reproduction of familiar stories and fables from history and literature; recitation of poems, and meaning of poems in child's own language.

Written: Constant work in copying sentences from the blackboard to increase vocabulary of idioms; teach use of capitals for proper names, and for the words I and O; dictation of short, typical, simple sentences.

Follow instructions as outlined in grade One, Section One.

Geography

Place: Right, left, up, down, front, back, here, there, above, below, before, behind; location of objects.

Distance: Inch, foot, yard, mile.

Direction: East, west north, south; locate objects.

Time: Morning, noon, evening, midnight. Observe sun's path and heat in different parts of the day.

Weather and Seasons: Days—windy, calm; clouds—appearance, what makes them move? rain, ice, snow—what causes them? names of seasons, notice changes from one to another.

Earth: Shape; surface—review mountains, hills, valleys, plains; springs, brooks, rivers.

People and Life: Ways of traveling—cars, ships; ways of communicating—telephone, telegraph, newspapers; tell what people about us are doing. Select some article manufactured here, and tell about it.

Government—home, school, city.

Reference Books: Same as Grade One, Section One.

History

History of the Race: The Story of Kablu, the Aryan Boy; reference books: same as Grade One, Section One. The Story of Hiawatha, the Indian Boy; reference books: Longfellow's The Song of Hiawatha, Husted's Stories of Indian Children, Krackowizer's First Reader, Cyr's Second Reader, Scott's Organic Education.

History of the United States: The Mayflower and the Pilgrims; reference books: Dodge's Stories of American History, Gilman's The Colonization of America, Glascock's Stories of Columbia, Moore's Pilgrims and Puritans, Scott's Organic Education.

Historical Days: Same as Grade One, Section One.

Drawing and Art

Same as Grade One, Section One.

Music

Same as Grade One, Section One.

Manual Training

Continue measuring with inch-marked ruler.

With splints and leather mat, develop pattern, either from dictation or original design. Apply pattern to mat, as designed on squared paper by the child.

Weave rug with continuous yarn on 7 in. by 7 in. strawboard loom, and loop fringe on ends.

Sewing-cards.

Clay-work and sand-table.

Paper-folding and construction continued.

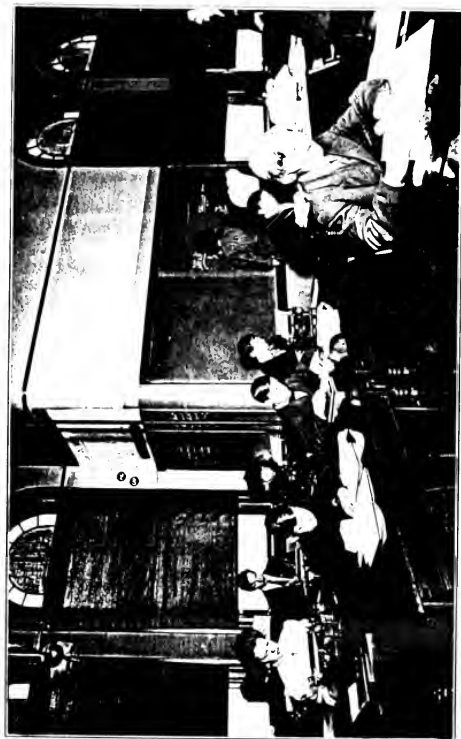
Reference Books: Same as Grade One, Section One.

Literature

See Grade One, Section One.

Educational Gymnastics

Same as Grade One, Section One.



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Manners and Morals

See Grade One, Section One.

GRADE TWO, SECTION ONE**Reading**

The Rational Method in Reading, First Reader, Part I.; Indiana First Reader; Cyr's The Children's First Reader; Arnold and Gilbert's Stepping Stones to Literature, Book I.

Study the easier lessons in the above readers, and such of the remaining lessons as the ability and needs of the class demand.

Occasional exercises in sight-reading from primers and easy lessons from first readers for fluency in reading.

Breathing exercises and chest-work to secure volume and force of voice, and exercises to secure distinct articulation.

Constant drills in phonics, as outlined in The Rational Method and the phonic cards accompanying it. Have pupils use Grade Libraries.

Follow instructions as outlined in Grade One, Section One.

Word Study and Phonics

Words of reading lessons and selected lists suited to grade to be thoroughly learned as to form, meaning, and use; spelling to be both oral and written, oral by sound and letter, written in semi-slant script; continuation of drills on capitals, hyphens, apostrophes, and syllables; each pupil should learn to spell the names of all his classmates.

Follow instructions as outlined in Grade One, Section One.

Writing

Continue exercises as outlined in preceding grades, using semi-slant writing, as presented in New Era Semi-Slant Writing, Books A and B, with paper and lead-pencil.

Language

Oral: Insist upon clear, correct, pertinent statements in all recitations and exercises; reproduction of thought in reading and other lessons in original statements; careful attention given at all times to language of pupil; observation and study of familiar plant life—flower, fruit, leaf, stem, root, habits, and uses; observation and study of familiar animal life—domestic animals; parts of the human body—their uses, movements, care, and protection; continue exercises as outlined in preceding grades.

Written: Teach use of comma before and after name of person addressed; drills on common contractions—don't, can't, it's, etc.; teach abbreviations—Mr., Mrs., St., ct., pt., qt., gal., in., ft., yd.; daily work in copying sentences containing new words and combinations, and dictation

work; constant work in writing original sentences in connection with reading and other lessons; continue exercises as outlined in preceding grades.

Arithmetic

During this year all work in arithmetic consists of practice with objects and illustrations. The aim is to develop arithmetical ideas, rather than to acquire skill in operation. Children learn the relations of numbers by working with illustrative material; they handle beads, counters, pegs, sticks, and other objects; they also represent numbers through drawing and construction. Results must be secured by constant practice.

Oral Numbers: Counting by 1's to 10 objectively, by 2's to 10 objectively; measurements and comparisons—pint, quart, inch, foot, cent, nickel; objects compared, groups of objects compared; addition, 1's and 2's; combinations of one order with 1 and 2; results are found by counting objects; the value of each number and of each combination should be recognized at sight without counting; problems should be solved by arranging and counting objects; numbers from 1 to 5 inclusive; fractions, $\frac{1}{2}$ and $\frac{1}{4}$; division of the line, the square, and the circle into halves and quarters; separation of groups of objects into halves and quarters.

Written Numbers: In beginning, use marks, rings, or simple illustrations, then Arabic characters; integers of one order; signs, + (and), = (are); written words and Roman notation from one to five; fractions, $\frac{1}{2}$ and $\frac{1}{4}$; combinations of one order with 1, and with 2, $1+1=$, $1+2=$, $2+1=$, $2+2=$, $3+1=$, $3+2=$, $4+1=$; also arranged thus:

$$\begin{array}{r} 1 \quad 2 \quad 3 \quad 4 \quad 1 \quad 2 \quad 3 \\ 1. \quad 1. \quad 1. \quad 1. \quad 2. \quad 2. \quad 2. \end{array}$$

During this term oral arithmetic is to be emphasized more than written arithmetic.

Geography

Place: Cardinal and mid-cardinal points; relative positions—locate objects with reference to other objects.

Distance: Draw map of schoolroom floor, locating objects in the room.

Weather and Seasons: Daily observation and record of weather; observe changes of seasons; forms of water—steam (where does it go?), rain, ice, snow (whence do they come? what do they do?).

Earth: Surface—continents, oceans; review springs, brooks, rivers, ponds, lakes; things found in the earth—metals, coal, gas, oil.

People and Life: Races—Caucasian, African, Indian; homes; occupations; roads (carriage, railroad)—uses, value to the country.

History

History of the Race: The Story of Darius, the Persian Boy; reference books: Andrews's Ten Boys, Kemp's Outline of Method in History,

Scott's Organic Education. The Stories of Gemilla, Manenko, and the Little Brown Baby; reference books: Andrews's Seven Little Sisters, and The Seven Little Sisters Prove Their Sisterhood.

History of the United States: Ponce De Leon and the Fountain of Youth, Fernando De Soto and the Mississippi; reference books: Johnston's Stories of Our Country, Gilman's The Discovery and Exploration of America.

Historical Days:

(Columbus Day, October 12—September and October)
(Thanksgiving Day—October and November)
Indiana Day, December 11—December
(Christmas Day, December 25—December)
Lincoln Day, February 12—January and February
(Washington Day, February 22—January and February)
Longfellow Day, February 27—January and February
President's Day, March 4—February and March
(Memorial Day, May 30—March, April, and May)
Independence Day, July 4—May and June

The days enclosed in () here should be reviewed, having been taught in the first year's work. Indiana Day should be observed only when some Indiana history has been taught. Columbus Day, Lincoln Day, Washington Day, and Longfellow Day may take the broader form of Discoverers' Day, Patriots' Day, Forefathers' Day, and Authors' Day, respectively, and may be observed on any convenient and appropriate dates. President's Day may be called Inauguration Day, and should be observed on the inauguration of the President; it may be observed yearly, if desired. Governor's Day may also be added to the list. Days of local historic importance may be observed also.

Drawing and Art

The Prang Text Books of Art Education, Book II.

Water-color, chalk, and charcoal work.

Landscapes representing the seasons; this work is also used in illustration of stories.

Life-sketches directly from the figure; also imaginative illustration, with and without landscape.

Illustration of sports and occupations of the different seasons, coasting, gardening, fishing, etc.

Sketches of flowers, leaves, fruit, vegetables, etc.

Sketches of common objects, toys, and utensils used in the home life of the child.

Free-hand paper-cutting of subjects given above; also illustrations of the occupations and games of the "The Days of the Week," and "The Months of the Year."

Simple designs for book-covers, boxes, wall-paper, and rugs.

Music

Rote songs.

Rhythm.

Review measure, bar, double bar, staff, G-clef, and learn pitches (c, d, e, etc.) on staff.

Introductory Chart: Exercises in 3-4, 3-8, and 6-8.

Scale and interval drills.

Ear and eye training.

Weaver's Individual Sight Singing Slips.

Written work from dictation.

Manual Training

Practice measuring with half-inch-marked ruler.

Weave rug with simple border, or weave hammock.

Sewing-cards for blotter.

Paper-folding and construction.

Clay-modeling and sand-table work.

Reference Books: Seegmiller's Primary Handwork, Worst's Construction Work, Trybom's Cardboard Construction, Todd's Hand-Loom Weaving.

Literature

See Grade One, Section One.

Educational Gymnastics

Exercises as outlined in Nissen's Swedish System of Educational Gymnastics, pages 49—54.

Manners and Morals

See Grade One, Section One.

GRADE TWO, SECTION TWO**Reading**

The Rational Method in Reading, First Reader, Part II.; Indiana Second Reader, Part I.; Cyr's The Children's Second Reader; Arnold and Gilbert's Stepping Stones to Literature, Book II., to page 84.

Follow instructions as outlined in Grade Two, Section One.

Word Study and Phonics

Continue work as outlined in Grade Two, Section One; drills on elementary sounds; accent and silent letters to be indicated; learn the spelling of the names of the months.

Writing

Same as Grade Two, Section One.

Language

Oral: Continue work as outlined in Grade Two, Section One; daily drills in oral language, insisting upon correct, accurate statements at all times, and giving careful attention to pupils' use of language in all school exercises; telling of stories from history and literature.

Written: Continue work as outlined in Grade Two, Section One; use of period as a mark of abbreviation; teach abbreviations: A. M., P. M., P. O., Dr.; use of apostrophe to form possessive case of singular nouns.

Arithmetic

Oral numbers: Counting by 1's to 100, by 2's to 12, by 3's to 12, by 4's to 12, by 5's to 100; measurements and comparisons—yard, gallon, dime; lengths measured in feet and inches; lines compared—one line is how much longer or shorter than another; contents measured in pints and quarts; addition and subtraction, using 1 and 2 in combinations to 12, rapid work in both; problems—objects arranged and results obtained, only one operation in problem, numbers within 10; fractions, 1-3 and 1-5.

Written Numbers: Integers of two orders; addition and subtraction tables; sign — (less); written words, Arabic, and Roman notation to 10; fractions, 1-3 and 1-5; problems—illustrations arranged and results obtained, one operation in problem, numbers within 10; constant use of objects in preparation of problems.

Thoroughly review all work outlined in preceding grade, following instructions given in Grade Two, Section One, in the work of both that grade and this.

Geography

Place: Cardinal and mid-cardinal points reviewed; location of schoolhouse, homes, room in building, places in vicinity, public buildings.

Distance: Draw map of schoolroom floor to scale, and locate objects in the room by careful measurement.

Weather and Seasons: Daily observation and record; observe length of days in different seasons; observe shadows at different times in the day. What becomes of water after rains? What becomes of water when the teakettle boils dry?

Earth: Surface—review continents, oceans, springs, brooks, rivers, ponds, lakes; things found in the earth—review metals, coal, gas, oil; limestone, marble, etc.

People and Life: Races—review Caucasian, African, Indian; Mongolian, Malayalan. Review homes and occupations. Stores, why needed? Banks, work done in them. Postoffice, work done in it. Select some industry in Huntington, and tell all about it.

History

History of the Race: The story of Darius, the Persian Boy; reference books: same as Grade Two, Section One. The stories of Gemilla,

Manenko, and the Little Brown Baby; reference books same as Grade Two, Section One.

History of the United States: Captain John Smith and Virginia; reference books: Dodge's Stories of American History, Gilman's The Discovery and Exploration of America, Johonnot's Stories of Our Country.

Historical Days: Same as Grade Two, Section One.

Drawing and Art

Same as Grade Two, Section One.

Music

Same as Grade Two, Section One.

Manual Training

Same as Grade Two, Section One.

Literature

See Grade One, Section One.

Educational Gymnastics

Same as Grade Two, Section One.

Manners and Morals

See Grade One, Section One.

GRADE THREE, SECTION ONE

Reading

The Rational Method in Reading, Second Reader, Part I.; Indiana Second Reader, Part II.; Arnold and Gilbert's Stepping Stones to Literature, Book II., completed; Stickney's Second Reader.

Study the above readers, beginning with the easier lessons.

Occasional exercises in sight-reading from readers of previous grade for fluency in reading.

Continue daily drills in phonics, as outlined in The Rational Method and the phonic cards accompanying it.

Continue breathing exercises and chest-work to secure volume and force of voice, and frequent exercises to secure distinct articulation. Give frequent exercises in silent reading to give the pupils the power to interpret the thought of the printed page; a good exercise is to have the pupils read a paragraph silently and thoughtfully, then close books and give thought in their own words.

Explain to the pupils the use of the Children's Department in the City Free Library, and encourage them to make use of it. Have them also make constant use of the Grade Library.

Word Study and Phonics

Thorough drills on all new words, not only in reading lessons, but in all other subjects, as to form, meaning, and use.

Spelling should be both oral and written; oral by sound and letter, written by semi-slant script. Careful attention given to use of capitals, and punctuation for abbreviating and compounding. Silent letters should also be indicated.

Pupils should thoroughly review the long and short vowel sounds. They should also be drilled in the use of the proper Websterian diacritical marks to indicate the long and short vowel sounds. These drills should not be for the purpose of training them to mark words diacritically, but for the purpose of giving them the ability to correctly pronounce words when so marked. Instead of having pupils mark vowels in given words, the teacher should mark them, and then have the pupils pronounce them as indicated.

Thoroughly review all work as outlined in preceding grades.

Writing

New Era Semi-Slant Writing, Book 1, using pen and ink. Before writing in copy-book, drill pupils thoroughly in writing the given copy on practice paper. When they have learned to write it well, then have them write in copy-books.

Carefully train pupils in proper position of materials and body, and manner of holding and using pen.

Train them in the care of materials and pen, and the use of blotter and pen-wiper.

In writing from copy, take special care that they write from original copy, and not from what they have written in imitation of it.

Language

Oral: Observation of plant life; study of plant from seed to fruit; observation of trees throughout the year; common wild flowers. Observation of animal life; birds commonly seen in the neighborhood. Human body—food, exercise, sleep, protection, habits of cleanliness; right use of body; why keep strong? Stories from literature and history. Selections from prose and poetry memorized and recited. Encourage pupils to discourse freely upon familiar topics, carefully criticizing and correcting all improper forms of expression.

Written: Scott and Southworth's Lessons in English, Book One, to Lesson XXIX., page 29; supplement the work outlined in the text freely with original exercises. Train the pupils in the use of the apostrophe to distinguish singular and plural possessives. Thoroughly review punctuation marks introduced in previous grades, and train pupils in the use of the comma and exclamation point. Frequent exercises to correct prevailing errors of pupils in both oral and written expression. Frequent dictation exercises, with careful criticism of pupils' work.

Arithmetic

Oral Numbers: Reading to 100; counting by 2's to 100, 3's to 18, 4's to 20, 5's to 100, as a preparation for multiplication; measurements and comparisons—review coins and measures of preceding grades, quarter-dollar, half-dollar, dollar, hour, day, week, month; addition, subtraction, multiplication, and division, each problem involving but one operation, with combinations of numbers to 15; partition exercises within 15, numerator 1.

Written Numbers: Addition, subtraction, multiplication, and division tables—add 2 to all numbers below 10, subtract 2 from all numbers below 12, multiply 2 by all numbers below 8, divide numbers less than 15 by 2; in division use three expressions: "2's in —", "— divided by 2", "one-half of —"; add 3 to all numbers below 10, subtract 3 from all numbers below 13, multiply 3 by all numbers below 6, divide numbers less than 16 by 3, using the three expressions; written words, Arabic, and Roman notation to 15; integers of two orders written; problems should involve but one operation; signs, \times (times), \div (divided by).

Geography

The purpose of the work in this grade is to introduce the child to the study of geography proper, and to lead him to a proper appreciation of the subject. The work should be based upon home geography, and should lead the child to form clear working concepts of the various land and water forms studied, such as hill, valley, plain, river, lake, island, isthmus, peninsula, coast, etc.

The study of these should be approached by the study of actual miniature forms within the range of the pupil's horizon and easily accessible to him. With this work as a basis, the pupil may be led through the imagination to the formation of concepts of geographical features beyond the range of his observation. Much attention should be given to the study of life upon all forms considered. This will greatly intensify the interest in the study, and will serve as a basis for more intensive geographical study in the future. Sand-modeling, drawing, and description should be freely used.

Surface of Home Locality: Level, rolling or hilly. Hills—direction of slopes. Slopes—long, short, gradual, or steep; their meeting at upper edges forms water parting; their meeting at lower edges gives line of valley which is followed by the stream.

Streams: Develop the formation of a spring. Develop the idea of a brook-basin and its source. From how far is the water drained into the brook-basin? Direction of stream, velocity, size, banks, mouth, tributaries. Whence comes the mud in the brooks? What becomes of the mud? What do streams do? What are the uses of brooks?

Ponds—how formed, shore projections and indentations.

Islands—how formed, shore projections and indentations.

Soil—fertile or barren, and why.

Modes of Life in this Vicinity: Stores, factories, machine-shops, lime-kilns, stone-crushers, railroads, farming, etc. Read to the children stories of other people, their occupations, habits, dress, and modes of life.

Maps: Plan of school yard with schoolhouse; plan of neighborhood with streets.

History

History of the Race: The Story of Cleon, the Greek Boy; reference books: Andrews's Ten Boys, Guerber's The Story of the Greeks, Baldwin's Old Greek Stories, Kemp's Outline of Method in History, Scott's Organic Education. The Stories of Louise, Jeannette, and Pen-se; reference books: Andrews's Seven Little Sisters, and The Seven Little Sisters Prove Their Sisterhood.

History of the United States: William Penn and the Indians; reference books: Dodge's Stories of American History, Gilman's The Colonization of America, Johnson's Stories of Our Country, Eggleston's Stories of Great Americans for Little Americans.

Historical Days: Same as Grade Two, Section One.

Drawing and Art

The Prang Text Books of Art Education, Book III.

Water-color, chalk, charcoal, and pencil.

Landscapes: the seasons.

Particular study of various forms of trees, and effect of color at different seasons.

Action pictures from life, and as illustration for stories and games.

Sketches of fruit, flowers, vegetables, etc., singly and in groups, combined with forms of pottery.

Designs for the decoration of common objects.

Illustration of stories and quotations.

Music

New Educational Music Course, First Reader, Parts I. and II.

Keys of C, G, F, D, B-flat, A, E-flat, E, and A-flat.

Undivided beat in 2-4, 4-4, 3-4, 3-8, and 6-8.

Evenly divided beat in 2-4, 3-4, and 4-4.

Scale and interval drills; ear and eye training.

Rote songs.

Weaver's Individual Sight Singing Slips.

Written work from dictation.

"Stories of Great Musicians", by Scrobey and Horne.

Manual Training

Sewing: Practice stitches on canvas. Apply these stitches on various articles in the bedroom of a doll's house.

Cardboard Construction: Make bedstead for the doll's bedroom.

Make all measurements with eighth-inch-marked ruler. Insist upon accurate measurements.

Raffia Construction: Make bedroom chair and braided mat.

Clay-modeling and sand-table work.

Reference Books: Hapgood's School Needlework, Seegmiller's Primary Handwork, Kellogg's How to Teach Clay Modeling.

Literature

See Grade One, Section One.

Educational Gymnastics

Exercises as outlined in Nissen's Swedish System of Educational Gymnastics, pages 55—65.

Manners and Morals

See Grade One, Section One.

GRADE THREE, SECTION TWO

Reading

The Rational Method in Reading, Second Reader, Part II.; Indiana Thrd Reader to page 79; Cyr's The Children's Third Reader to page 87; Arnold and Gilbert's Stepping Stones to Literature, Book III., to page 81; Stickney's Third Reader to page 82.

Study the parts designated of the above readers, beginning with the easier lessons.

Continue exercises in sight-reading from readers of previous grade, and other suitable books, for fluency in reading.

Drill in phonics continued, leading to the independent recognition of the pronunciation of words.

Special attention given to cultivation of richness and resonance of voice and distinctness of articulation, by giving frequent breathing exercises and drills calculated to give facility and precision in the use of the vocal organs.

Continue exercises in silent reading, as outlined in Grade Three, Section One.

Encourage pupils to make constant and judicious use of the Grade Library, and the Children's Department of the City Free Library.

Word Study and Phonics

Continue the work as outlined in Grade Three, Section One.

Study groups of words containing the same root, as walk, walking, walked, walker, sidewalk, etc.

Writing

New Era Semi-Slant Writing, Book 2, with pen and ink.

Follow instructions as outlined in Grade Three, Section One.



ASSEMBLY ROOM—HIGH SCHOOL

Language

Oral: Continue work as outlined in Grade Three, Section One.

Written: Scott and Southworth's Lessons in English, Book One, from Lesson XXIX., page 29, to Lesson LXV., page 62. Continue work as outlined in Grade Three, Section One.

Arithmetic

Oral Numbers: Reading to 1000; counting by 2's, 3's, 4's, and 5's to 100; counting by 2's and 3's, beginning with 1 and 2, to 50; counting by 4's and 5's, beginning with 1, 2, and 3, to 20; measurements and comparisons—review work of previous grades, and introduce sq. in., oz., lb., pt. (dry measure), qt., pk., bu.; addition, subtraction, multiplication, and division, problems involving but one operation, with combinations of numbers to 20; partition exercises within 20, numerator 1.

Written Numbers: Integers of three orders; addition, subtraction, multiplication, and division tables—multiply 2 by all numbers below 10, divide numbers less than 19 by 2, multiply 3 by all numbers below 7, divide numbers less than 19 by 3, add 4 to all numbers below 10, subtract 4 from all numbers below 14, multiply 4 by all numbers below 6, divide numbers below 21 by 4; in like manner construct tables for integers larger than 4, involving no number larger than 20; in division use the three expressions given in Grade Two, Section One; thoroughly review the use of the signs, +, —, \times , \div , =; written words and Arabic notation to 100, Roman notation to 20; problems of one operation, involving addition, subtraction, multiplication, and division; develop the idea of fractions by constant objective illustration, the line, circle, and rectangle being excellent means of illustration for the purpose.

Geography

Continue study of geographical elements, as outlined in Grade Three, Section One, with frequent excursions in surrounding neighborhood and imaginary journeys to other localities to observe geographical facts and conditions, such as climate, surface, soil, productions, occupations of people, government, social condition of people, etc. Study, in a general way, the earth as a whole, its form, size, surface, climate, etc.

A Study of the Home Region: Study carefully the productions of the city; natural productions—garden products, fruits, milk, eggs, wood, ice, stone, etc.; manufactured products—butter, lumber, ice, ice-cream, lime, cement-blocks, brick, shoes, machinery, etc. Local commerce, as carried on by wagons, interurban cars, railroads, etc. Mineral products, such as stone, gravel, sand, clay, etc., following them from the ground into the various forms through manufacturing, so as to show the relation of nature to the activities of man.

A Study of the Industries of Huntington: In this work, the idea should be to proceed from some well-known industries of the city outward to the localities contributing to their support, including transportation

facilities, etc. The following are some suggestive topics that will form a good basis for this work:

Grocery stores to sugar and coffee plantations and rice fields of the South, tea gardens of China and Japan, etc.

Hardware stores to the iron mines and smelting works of Pennsylvania, etc.

Meat markets to the grazing plains and cattle ranches of the West, etc.

Lumber yards to the forests of Michigan, Wisconsin, Minnesota, etc.

Coal yards to the coal mines of Indiana, Illinois, Pennsylvania, etc.

Feed stores to the corn, oats, and hay fields of Indiana, Ohio, Illinois, etc.

Gold and silver to the mines of Colorado, California, etc.

Shoe factory to the cattle ranches of the West and the grazing plains of South America, etc.

Erie machine shops to the iron mines of Pennsylvania, etc.

The above outline of topics is intended to be suggestive only, and may be added to or modified to meet the varying conditions under which different teachers work.

History

History of the Race: The Story of Cleon, the Greek Boy; reference books: same as Grade Three, Section One. The Stories of Louise, Jeanette, and Pen-se; reference books: same as Grade Three, Section one.

History of the United States: George Washington and the Revolution; reference books: Dodge's Stories of American History, Eggleston's Stories of Great Americans for Little Americans.

Historical Days: Same as Grade Two, Section One.

Drawing and Art

Same as Grade Three, Section One.

Music

Same as Grade Three, Section One.

Manual Training

Sewing: Make sewing-bag and needle-case.

Cardboard Construction: Follow suggestions as outlined for Grade Three, Section One.

Raffia construction.

Clay-modeling and sand-table work.

Reference Books: Same as Grade Three, Section One.

Literature

See Grade One, Section One.

Educational Gymnastics

Same as Grade Three, Section One.

Manners and Morals

See Grade One, Section One.

GRADE FOUR, SECTION ONE**Reading**

The Rational Method in Reading, Third Reader, to page 83, Indiann Third Reader from page 79 to page 151; Cyr's The Children's Third Reader from page 87 to page 172; Arnold and Gilbert's Stepping Stones to Literature, Book III., from page 81 to page 160; Stickney's Third Reader from page 82 to page 163.

Study the parts designated of the above readers, beginning with the easier lessons.

Continue exercises in sight-reading for fluency in reading.

Continue drills in phonics for the purpose of giving pupils the power of independent recognition of the pronunciation of words.

Continue exercises in voice culture to secure distinctness of articulation, purity of tone, quality of voice, and naturalness of expression.

Give constant drills in silent reading to give pupils the power of independent conscious interpretation of the thought of the printed page. Efforts expended on this work will bear fruit in every subject of study in the school curriculum.

Stimulate pupils to make constant, discriminating use of the Grade Library, and the Children's Department of the City Free Library.

Word study and phonics.

Continue exercises as outlined in preceding grades.

Drills on all vowel sounds, training the pupils in the use of the proper Websterian diacritical marks to indicate the various vowel sounds, in accordance with the instructions given in Grade Three, Section One.

Continue study of groups of words containing the same root, as outlined in Grade Three, Section Two.

Writing

New Era Semi-Slant Writing, Book 3, with pen and ink.

Practice in the various movements of arm, hand, and fingers, with pen held correctly.

Follow instructions outlined in Grade Three, Section One.

Language

Oral: Special attention given to correct forms of speech. Conversational exercises on the human body: The trunk, head, and extremities; how to train the body so as to make and keep it healthful, strong, and graceful; simple study of the special senses, their use and abuse. Observation of plant life; Common seed-vessels (milk-weed, berries); fruits (apple, peach, grapes); vegetables (potato, pumpkin); grains

(corn, wheat); common trees (maple, oak); shrubs (gooseberry, hedge); growth of seedlings (beans, peas); buds, leaves, flowers, roots—their shape, parts, uses, and relations to the life of the plant. The study of plant-life should be carried on with window-gardening or a school-garden. Talks on minerals: Common rocks, pebbles, sand, clay, soil, marble, coal, etc.; their relation to each other, and to the life of man. Conversations about the weather: Air, wind, moisture, rain, steam, frost, hail, snow, ice, etc. Picture studies as a basis for story telling.

Written: Scott and Southworth's *Lessons in English*, Book One, from Lesson LXV., page 62, to Lesson CIX., page 102; supplement the work outlined in the text freely with original exercises. Thoroughly review use of punctuation marks introduced in previous grades, and train the pupils in the use of the colon and semi-colon. Give special attention to the correction of all errors in pupils' written work in all classes and exercises.

Arithmetic

Complete addition, subtraction, multiplication, and division tables for all of the nine digits. Drill constantly upon rapid addition, subtraction, multiplication and division. Pupils should thoroughly memorize every combination given in the tables, so that they can instantly name the result when two numbers are named and the operation indicated without referring to the tables or counting on fingers or otherwise. The work should be both oral and written, and so varied or diversified as to hold the pupils' interest at the highest pitch.

Geography

Tarr and McMurry's *Introductory Geography*, pages 1—52.

Frequent excursions should be taken in the surrounding neighborhood to observe and study in reality the forms presented in the text.

History of the Race: The Story of Horatius, the Roman Boy; reference books: Andrews's *Ten Boys*, Guerber's *The Story of the Romans*; Wilkins's *Roman Antiquities*, Kemp's *Outline of Method in History*, Scott's *Organic Education*.

History of the United States: Indiana—Colonel George Rogers Clark, Vincennes, General William Henry Harrison, Tecumseh and the Prophet, General Anthony Wayne; reference books: Thompson's *Stories of Indiana*, Smith's *History of Indiana*, Dunn's *Indiana*, A *Redemption from Slavery*.

Historical Days: Same as Grade Two, Section One.

Drawing and Art

The Prang Text Books of Art Education, Book IV.

Water-color, chalk, charcoal, and pencil.

Landscape: the seasons.

Further study of the shapes of different varieties of trees; particular study of the effect of coloring at different times of the day.

Life sketches of the figure in action and repose; a very careful study of the proportions of the figure.

Groups of common objects combined with fruits, vegetables, etc.

Designs for decoration for pottery, baskets, boxes, and book-covers.

Particular study of the conventionalization (modification) of nature subjects; these modifications to be applied to practical objects as design, and adapted to filling certain given spaces.

Planning and drawing letters.

The formal rules of perspective are given attention in this grade.

Illustration of stories and quotations.

Music

New Educational Music Course, First Reader, Parts II., III., and IV.

Keys of C, G, F, D, B-flat, A, E-flat, E, and A-flat.

Sharp 4 and flat 7 in above keys.

Two part singing.

Review of preceding time problems in 2-4, 4-4, 3-4, 3-8, and 6-8.

Unevenly divided beat in 2-4, 4-4, and 3-4.

Scale, interval, ear and eye drills.

Rote songs.

Weaver's Individual Sight Singing Slips.

Written work from dictation.

"Stories of Great Musicians," by Scrobey and Horne.

Manual Training

Raffia Construction: Make small baskets in "Lazy Squaw" and other stitches. Native grasses and other materials may be used.

Make wrapped-tillo picture-frame with braided-raffia edge.

Cardboard construction.

Clay-modelling.

Reference Books: Knapp's Raffia and Reed Weaving, James's Indian Basketry, Seegmiller's Primary Handwork, Worat's Construction Work, Trybom's Cardboard Construction.

Literature

Continue the memorizing and reciting of gems of literature, selected from any available source. In making these selections, it should be kept constantly in mind that the object of the exercise is not merely to cultivate the verbal memory (important as that is), but also to lead to the appreciation of the beauty of thought and expression, and to leave in the mind and heart sentiments that will enrich and ennoble the life of the child.

Study of the lives of well-known authors, and also of the lives of authors of selections read in reading classes.

Much of this work may be very profitably done in connection with the reading and language work.

Educational Gymnastics

Exercises as outlined in Nissen's Swedish System of Educational Gymnastics, pages 66—80.

Manners and Morals

See Grade One, Section One.

GRADE FOUR, SECTION TWO**Reading**

The Rational Method in Reading, Third Reader, completed from page 83; Indiana Third Reader completed from page 161; Cyr's The Children's Third Reader completed from page 172; Arnold and Gilbert's Stepping Stones to Literature, Book III., completed from page 160; Stickney's Third Reader completed from page 163.

Continue the work outlined in Grade Four, Section One, diligently, carefully, and fully.

The teacher should keep constantly in mind that the great object of both oral and silent reading is to understand and to acquire the thoughts and sentiments expressed by the selection to be read. It is also the object of oral reading to express aloud or to communicate to others these thoughts and sentiments in the words of the author. To do this with clearness and force demands of the reader complete mastery of the words, the ideas expressed by them, distinct articulation, proper emphasis, right inflection. Frequent exercises to secure these essentials of good reading are especially desired in the primary classes.

The supplementary reading, permanent and circulating, may be made of great educational value. Rightly used it will inform the mind, stimulate thought, and improve expression; moreover, it will lead to the formation of good mental habits and to greater facility in reading.

Every exercise in reading should be so conducted as to hold the close attention and interest of all engaged in it. In this manner only can the teacher hope to attain the highest and best results.

Word Study and Phonics

Same as Grade Four, Section One.

Writing

New Era Semi-Slant Writing, Book 4.

Follow instructions outlined in Grade Four, Section One.

Language

Oral: Continue work as outlined in Grade Four, Section One.

Written: Scott and Southworth's Lessons in English, Book One, from Lesson CIX., page 102, to Lesson CLVII., page 143. Continue work as outlined in Grade Four, Section One.

Arithmetic

The work of this grade should consist of constant drills upon rapid and accurate addition, subtraction, multiplication, and division. The exercises should be both oral and written, and always with the purpose of securing rapidly and accuracy of calculation.

Every combination in the fundamental operations should be thoroughly memorized, so that the result may be given without hesitation, or stopping to count on fingers or otherwise.

Do not have pupils memorize tables above the 9's. Train them to see that the sum or product of two digits is the same, no matter in which order written; thus, $2+3=5$, $3+2=5$, $2 \times 3=6$, $3 \times 2=6$. Show them that 0 used as an addend does not change the other number to be added, thus: $4+0=4$, $0+5=5$; and that 0 used as one of the factors always gives 0 for a product, thus: $6 \times 0=0$, $0 \times 7=0$. Show that 1 added to any digit, always gives the next higher digit, and that 1 used as one of two factors always gives the other factor as a product. This will greatly simplify the memorizing of the tables, and reduces the necessary combinations in the multiplication tables to the following:

$$2 \times 2 = 4$$

$$2 \times 3 = 6 \quad 3 \times 3 = 9$$

$$2 \times 4 = 8 \quad 3 \times 4 = 12 \quad 4 \times 4 = 16$$

$$2 \times 5 = 10 \quad 3 \times 5 = 15 \quad 4 \times 5 = 20 \quad 5 \times 5 = 25$$

$$2 \times 6 = 12 \quad 3 \times 6 = 18 \quad 4 \times 6 = 24 \quad 5 \times 6 = 30 \quad 6 \times 6 = 36$$

$$2 \times 7 = 14 \quad 3 \times 7 = 21 \quad 4 \times 7 = 28 \quad 5 \times 7 = 35 \quad 6 \times 7 = 42 \quad 7 \times 7 = 49$$

$$2 \times 8 = 16 \quad 3 \times 8 = 24 \quad 4 \times 8 = 32 \quad 5 \times 8 = 40 \quad 6 \times 8 = 48 \quad 7 \times 8 = 56 \quad 8 \times 8 = 64$$

$$2 \times 9 = 18 \quad 3 \times 9 = 27 \quad 4 \times 9 = 36 \quad 5 \times 9 = 45 \quad 6 \times 9 = 54 \quad 7 \times 9 = 63 \quad 8 \times 9 = 72 \quad 9 \times 9 = 81$$

Thus the number of combinations to be memorized is reduced to thirty-six. The addition tables may be taught in the same manner.

Geography

Tarr and McMurry's *Introductory Geography*, pages 53—110.

Continue excursions to study local conditions related to matter in text.

History

History of the Race: *The Story of Horatius, the Roman Boy*; reference books: same as Grade Four, Section One.

History of the United States: *Abraham Lincoln and the Rebellion*; reference books: *Eggleston's Stories of Great Americans for Little Americans*, *Blaisdell's Stories of the Civil War*, *Putnam's The Children's Life of Abraham Lincoln*, *Thomas's The Words of Abraham Lincoln*.

Historical Days: Same as Grade Two, Section One.

Drawing and Art

Same as Grade Four, Section One.

Music

Same as Grade Four, Section One.

Manual Training

Same as Grade Four, Section One.

Literature

* See Grade Four, Section One.

Educational Gymnastics

Same as Grade Four, Section One.

Manners and Morals

See Grade One, Section One.

GRAMMAR SCHOOLS

GRADE FIVE, SECTION ONE

Reading

Longfellow's *Song of Hiawatha*, Part I.; Indiana Fourth Reader to page 135.

Pupils upon entering the fifth year of their school course should have mastered to at least a fair degree the mechanics of learning to read. They are now prepared to begin to appreciate the better class of literature, in which ideas are clothed in artistic form. The transition to such literature must needs be made slowly and carefully, inasmuch as the new matter brings with it a somewhat new vocabulary and a more complicated construction of sentence.

Hiawatha is peculiarly adapted to this transitory period, because of its picturesqueness and strong appeal to the interest of the child. In reading this beautiful poem the teacher should skillfully induct the child into a thorough appreciation of the spirit of the selection, and arouse his interest to the highest degree of enthusiasm. In this manner, and in this manner only, can the highest and best results in reading be attained. The thought and interest should predominate over all formal and mechanical drills. First get the child under the momentum of a strong interest, which predominates throughout and subordinates the more formal exercises to its purpose.

Children should read as they talk, when they use natural, flexible tones, instead of a stiff monotone. In talking they employ proper emphasis and inflection, because they are impelled to it by living, vital ideas which are clamoring for utterance. This should serve as a keynote to all reading. Get the child's mind full of the thought and spirit of the selection, and the emphasis and inflection will take care of themselves.

The teacher should strive to cultivate a quick eye, and the ability on the part of the pupil to grasp whole phrases and sentences at a

glance, so as to get thought and express it properly. The eye should be sufficiently in advance of the words being uttered that the reader can grasp the context before giving utterance to it.

The pauses should be determined by the thought, the words of a phrase being uttered together under a single impulse. The punctuation points should be studied as a help in interpreting thought, and as a means of breaking it up into its natural segments.

The meaning of new words and phrases should be acquired from the context, rather than by means of formal, memorized definitions.

Although, as has been said in the preceding grade, the great aim of reading should be the comprehension and acquisition of the author's thoughts and sentiments, yet the mechanical part of oral reading should not be neglected. Judicious exercise of the organs of speech for two or three minutes each day, in order to give them more flexibility and greater precision in their action, will avail much. Consequently, the teacher should give constant and diligent attention to those forms of vocal gymnastics calculated to give the best quality of voice culture.

Continue exercises in silent reading to stimulate thought activity on the part of the pupil.

Encourage pupils to make constant, judicious, organized use of the Grade Library and the Children's Department of the City Free Library.

Word Study and Phonics

Continue work as outlined in preceding grades.

Drills on all consonant sounds, training pupils in the use of the proper Websterian diacritical marks to indicate the various sounds, in accordance with instructions previously given.

Continue study of groups of words containing the same root.

Words classified as synonyms and antonyms.

Pupils should be carefully trained in the use of the dictionary.

Writing

New Era Semi-Slant Writing, Book 5, in accordance with instructions as given in preceding grades.

Language

Oral: Constant and diligent attention given to correct forms of speech, with careful criticism of all errors made by pupils in all exercises. Conversational exercises on the human body, with special reference to hygiene: The bones as a framework and protection; their composition and structure. Joints, ligaments, and cartilages. The growth and health of bones; injury to and repair of bones, joints, ligaments, and cartilages. How exercise, rest, posture, clothing, food, alcoholic and other stimulants affect directly or indirectly the bones. Animals: Structure and habits of familiar and typical articulates and vertebrates (crab, spider, fly, butterfly, grasshopper; frog, fish, robin, hawk, hen, duck, cat, dog, pig, rabbit, horse, cow, etc.); with special

reference to the relation of structure to conditions and modes of life. Kindness to animals; Anecdotes and stories read and told.

Written: Scott and Southworth's Lessons in English, Book One, from Lesson CLVII., page 143, to Lesson CXCVIII., page 187; supplement the work outlined in the text freely with original exercises. Thoroughly review use of punctuation marks introduced in preceding grades, and train pupils in the use of the dash and parenthesis. Give diligent and constant attention to correction of all errors in pupils' written work in all classes and exercises. Frequent exercises in writing simple compositions on familiar topics, with careful criticism of all work.

Arithmetic

Walsh's New Primary Arithmetic to page 105; supplement the work of the text freely with such original exercises as may be necessary to make it conform to the course as outlined.

Continue drills, both oral and written, in rapid and accurate calculations in the fundamental processes, and in simple fractions, as outlined in the fourth year.

Daily drills in mental arithmetic.

Geography

Tarr and McMurry's Introductory Geography, pages 111—175.

Make constant and judicious use of maps, phenomena of nature, and local conditions to elucidate and explain the context of the text-book.

History

History of the Race: The Story of Wulf, the Saxon Boy; reference books: Andrews's Ten Boys, Bradish's Old Norse Stories, Cooke's A Child's History of England, Kemp's Outlines of Method in History, Scott's Organic Education.

History of the United States: The growth and development of American Industries.

Historical Days: Same as Grade Two, Section One.

Drawing and Art

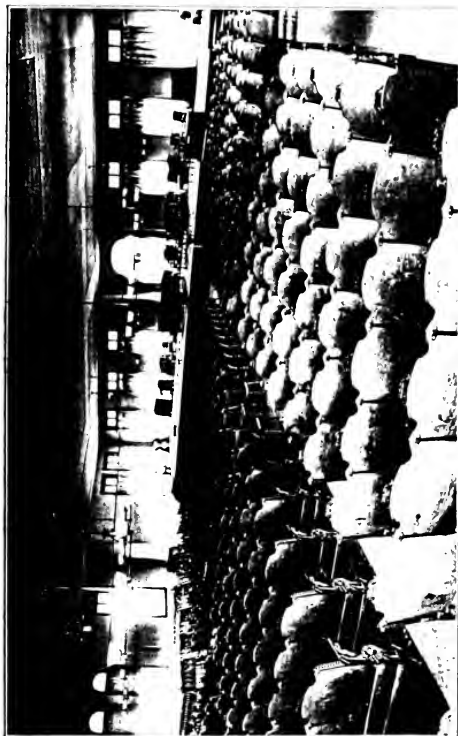
The Prang Text Books of Art Education, Book V.

Water-color, chalk, charcoal, pencil.

Landscapes, particular study of color contrasts of different seasons; representation of trees of various growths; selection of pleasing compositions to fill given spaces.

Particular attention given to rapid sketching of animals and people (very few lines used at first); masses of light and dark are gradually shown.

Further study of the conventionalization of forms in nature, to be used as decoration for baskets, boxes, portfolios, blotters, calendars, and other useful articles.



HIGH SCHOOL, HALL.

Designing of pottery forms and their decoration.
Planning and drawing letters.
Illustration of stories and quotations.

Music

New Educational Music Course, Second Reader.
Review the nine common keys, sharp 4 and flat 7.
Review preceding time problems, with the addition of 3-2 and 2-2.
Unevenly divided beat in 2-4, 4-4, 3-8, and 6-8.
Use of the triplet.
Chromatic tones, sharp 1, sharp 2, sharp 4, sharp 5, and sharp 6.
Two part singing continued.
Scale, interval, ear and eye drills.
Weaver's Individual Sight Singing Slips.
Written work from dictation; original melodies.
"Stories of Great Musicians", by Scrobey and Horne.

Manual Training

Measuring and drawing with sixteenth-inch-marked ruler, triangle, and compass.
Cardboard construction.
Blotter-pad.
Portfolio.
Design and make mats from tifo-matting.
Reed-basketry.
Clay-modelling and simple pottery.
Reference Books: Trybom's Cardboard Construction, Worst's Construction Work, Seegmiller's Primary Handwork.

Literature

See Grade Four, Section One.

Educational Gymnastics

Exercises as outlined in Nissen's Swedish System of Educational Gymnastics, pages 81—102.

Manners and Morals

See Grade One, Section One.

GRADE FIVE, SECTION TWO

Reading

Longfellow's Song of Hiawatha, Part II.; Indiana Fourth Reader completed from page 135.
Follow carefully and fully the instructions outlined in Grade Five, Section One.

Word Study and Phonics

Continue work as outlined in preceding grades.

Thorough review of diacritical marks.

Carefully and thoroughly train pupils in the use of the dictionary.

Writing

New Era Semi-Slant Writing, Book 6, in accordance with instructions as outlined in preceding grades.

When pupils pass from this grade to the sixth grade, their training in writing should have been thorough and complete; and they should be able to write rapidly, smoothly, and neatly, a good readable hand.

Language

Oral: Continue work as outlined in Grade Five, Section One.

Written: Scott and Southworth's *Lessons in English*, Book One, completed from Lesson CXCVIII., page 187. Supplement the work outlined in the text freely with original exercises. Thorough review of all punctuation marks. Constant and careful criticism of all errors in pupil's written work in all classes and exercises. Continue exercises in writing simple compositions on familiar topics, with careful and diligent criticism of all work.

Arithmetic

Walsh's *New Primary Arithmetic* completed from page 105; supplement the work of the text freely with original exercises.

Continue drills, both oral and written, in rapid and accurate calculations in the fundamental processes and simple fractions, as outlined in Grade Five, Section One.

Mixed numbers, simple denominate numbers, areas of rectangles.

Continue daily drills in mental arithmetic.

Geography

Tarr and McMurry's *Introductory Geography* completed from page 176.

Continue use of maps, phenomena of nature, and local conditions to supplement work of text.

History

History of the Race: *The Story of Wulf, the Saxon Boy*; reference books: Same as Grade Five, Section One.

History of the United States: The growth and development of American commerce.

Historical Days: Same as Grade Two, Section One.

Drawing and Art

Same as Grade Five, Section One.

Music

Same as Grade Five, Section One.

Manual Training

Same as Grade Five, Section One.

Literature

See Grade Four, Section One.

Educational Gymnastics

Same as Grade Five, Section One.

Manners and Morals

See Grade One, Section One.

DEPARTMENTAL WORK**READING AND LITERATURE**

Pupils upon passing from the primary grades to the grammar school grades are prepared to pursue the study of reading from a more purely literary standpoint. They have heretofore directed their energies largely to the mastery of the mechanical phases of reading, and are now ready to utilize the power thus acquired in interpreting the thoughts of the author in the spirit in which they were written.

Literary study is a means of self-revelation. One lives, in idea, successful life experience that he may gain the power to live the same life in reality. Literature is founded on that which is essential and abiding; it has to do with the innermost life; it sets up the goal toward which the human race aspires; it continually beckons onward and upward. The great law of life is the conscious striving toward the realization of ideal manhood and womanhood.

Literature and drawing are the representatives of the fine arts in the school curriculum. Their chief function is to cultivate the taste and finer sense perceptions, and thus inculcate a higher moral tone in the character of the child. Literature should be taught as an art, rather than as a branch of ethics. True, it is ethical in its tendency, but it is so because it is an art. Art is the embodiment of the idea. The highest purpose in the study of literature is to lead the pupil to grasp the ideal portrayed and assimilate it into his own soul. Selections for reading, therefore, should be submitted to the test of literary art, rather than to that of ethics or didactics.

There are two great goals toward which all good reading should trend: skill in the art of reading, and the habit of reading good books intelligently. It involves two phases of culture: power of interpretation,

and the art of oral expression. Both of these are vital, and each should receive its due share of attention. Good reading is impossible without skill in interpretation. Proper oral expression aids greatly in stimulating, simplifying, and crystallizing thought. The printed page is the medium of communication between the pupil's mind and the mind of the author. The pupil should, therefore, familiarize himself with the life, character, disposition, and ideas of the author, in order that he may bring himself into closer sympathetic and appreciative touch with the author's ideas and sentiments.

The uppermost aim in literary study should be to give the pupil the power and desire to interpret and appreciate pure, wholesome, and elevating literature. The ability to read and interpret aright is the key that unlocks the treasures of human knowledge, wisdom, and culture. This should be kept constantly before the pupil as the goal toward which all reading and literary study should be directed.

Many selections should be read to enable the pupil to appreciate and enjoy their beauty. He should be led to note lines of exceptional sweetness, figures of subtle propriety, skillful articulation of events, fine traits of character, pithy and profound maxims.

The teacher should not make the egregious blunder of converting the reading lesson into a recitation on literary analysis. Literary analysis has no place in the elementary reading course; it belongs to the realm of rhetoric, instead of literature. It is the province of the study of literature to lead the child to revel in the beauty of the selection, to enable him to simply read and enjoy.

There are four cardinal steps in the teaching of reading: first, recognition of printed forms; second, sensing of the significance of words, phrases, and clauses; third, appreciation of the environment of the selection being read; fourth, sympathetic impersonation of the characters involved. The first reading of a selection should be for the purpose of grasping the thought as a whole; the second, a study of definite portions for the mastery of new words as to pronunciation, enunciation, articulation, and meaning; the third, for the purpose of seeing the unity and harmony of the entire selection. The work should first be intensive, then extensive; intensive to acquire power, extensive to acquire practice in applying this power.

Oral reading should receive special attention in the grammar grades. Good oral reading subserves two purposes: it aids in proper interpretation of thought, and gives readiness and skill in oral expression. It also contributes richly to conversational power. In this work much attention should be given to voice culture. It involves the same quality of voice culture as does the subject of vocal music; and, consequently, the voice needs to be as carefully trained in this department as in that of music. Frequent drills in vocal gymnastics should be given in order that the vocal organs may acquire flexibility and precision in utterance. The pupil should be trained to read to the class, rather than to the teacher. This will stimulate good forms of expression and utterance, and train

the pupil away from self-consciousness, the greatest foe to good reading before an audience. Colloquial reading is also conducive to this end.

Frequent drills in silent reading should be given to stimulate the pupil to acquire the thought of the context before attempting to give utterance to it. The pupil should never be permitted to read orally until he has clearly in mind the thought of the sentence to which he gives utterance. In this manner only can he be trained to give natural and intelligent utterance to the printed page.

The pupils should be made familiar with common mythological stories, especially those from Greek and Roman literature, and possibly a few of Teutonic origin. These can be easily covered in the supplementary reading, and in the outside reading from the Grade Libraries and City Free Library. Both of these libraries contain many suitable books from which these may be obtained. A knowledge of the more common myths is essential as a preparation for the more advanced study of literature in the high school; and they will also prove to be a valuable acquisition to the pupil's stock of knowledge, even if he does not pass on into the high school.

Familiarity with biblical stories is also much to be desired. It is to our discredit that pupils from the public schools come to the high school with a woeful lack of knowledge in this respect. This is probably due to the traditional prejudice that exists in some localities against the use of the bible in the schools. These stories can be obtained from books containing carefully edited collections, and from the bible itself. In this work care should be exercised that the stories be presented in their simplicity, unattainted by sectarianism.

Special attention should be given in this course to vocabulary building, and the mastery of the relationship and idiomatic use of words, phrases, and clauses. Constant and systematic use of the dictionary should be insisted upon throughout the course, and only standard and up-to-date editions of Webster's dictionaries should be used. This does not mean that there are no other good dictionaries; but, to avoid confusion and perplexity, only one standard should be used in the same system of schools; and Webster is the dictionary in use in our schools.

The teacher should keep in close touch with the home reading of the pupils. Unless this be done, much of the good work accomplished in the class room will be nullified by the stultifying and contaminating influence of vicious books and periodicals. This can be accomplished by constant, careful, judicious training of the pupils in the use of the Grade Libraries and the City Free Library.

GRADE SIX, SECTION ONE

Hawthorne's *Wonder Book*; supplemental selections from the *Indiana Fifth Reader* and other books.

The pupils are now able to understand and apply the essential principles of emphasis and inflection. Silent reading for the purpose of testing and increasing the ability to gather thought from the printed page will be found to be a valuable exercise. It will reveal

the working of the pupil's mind, and will prepare the way for a more useful study of selections.

The reading may sometimes be from a single book passed from pupil to pupil, all but the reader being listeners. Good listening helps to good reading, and emphasizes its importance.

Writing from memory poems or prose selections that have been carefully studied will give the mind a firmer hold on them, and will prove in other ways a useful exercise.

Frequent drills on final combinations of consonants are not only helpful, but essential to good, clear articulation.

GRADE SIX, SECTION TWO

Longfellow's *The Building of the Ship*; supplemental selections from the *Indiana Fifth Reader* and other books.

Continue exercises outlined in Grade Six, Section One.

GRADE SEVEN, SECTION ONE

Dickens's *Christmas Carol*; supplemental selections from the *Indiana Fifth Reader* and other books.

The text-book in reading becomes of less importance as pupils reach the higher classes. Selections from it for class use should be worth studying, and should create an interest in the works from which they are taken, and should give good practice in different styles of oral reading.

The great object of reading can now be accomplished by means of supplementary books and selections. The right use of these in the class room will lead pupils to read books elsewhere to the best advantage. Excite such an interest as will cause pupils to read with minds alert, and to seize upon the author's thoughts and sentiments with a grasp that holds. Suggest to the pupils interesting and wholesome books that may be taken from the Grade Libraries and the City Free Library; and find out the results of their reading.

GRADE SEVEN, SECTION TWO

Hawthorne's *Tales of the White Hills*; supplemental selections from the *Indiana Fifth Reader* and other books.

Continue exercises outlined in Grade Seven, Section One.

GRADE EIGHT, SECTION ONE

Longfellow's *Courtship of Miles Standish*, or Longfellow's *Evangeline*; supplemental selections from other books.

The text-book need not now be used so much for drill in reading as for an introduction to works of good authors, and for practice on passages that demand the expression of much feeling—passages not often occurring in supplemental books. Happily the right teaching of the oral reading of such passages subserves the higher purposes of all reading, increasing the ability to take in the sense and sentiment and to feel their force. Most of the reading should now be from supplementary books. The best use of these will produce mental activity and growth, will develop a sense of what is of real value in literature, and will begin to make the best authors companions and friends of the pupils.

Continue the careful training of the pupils in making judicious selection of books from the Grade Libraries and the City Free Library; and test the results of their reading. It is also a good plan to have the pupils use these libraries for outside research work bearing on the piece of literature studied in class. It will not only prove helpful for

the time being, but it will also prepare them for the work of the high school later on.

GRADE EIGHT, SECTION TWO

Scott's *Lady of the Lake*; supplemental selections from other books.

The conditions are now more favorable for accomplishing the best results of reading. In the recitation of pieces, attention should be given to elocutionary effects. Moreover, in order to gain an appreciation of meter and rhythm, pupils should be trained to give the sense, and yet to preserve the measure and rhythm of the verse.

The more difficult reading matter will increase the mental grasp of the pupils and their ability to read well at sight. But chief emphasis must be laid on the highest object of all reading, viz.: an acquaintance with literature for the truth it contains, for the ennobling sentiments it inculcates, and for the high ideals it presents.

Continue the use of the Grade Libraries and the City Free Library, as suggested in Grade Eight, Section One.

GRAMMAR AND COMPOSITION

There are many mediums of expressing thought, such as gesture, pantomime, language, music, painting, sculpture, architecture, etc. This department has to do directly with that of language. The ability to speak and write good English is the aim of all language work.

The work naturally presents two phases, that of oral and written composition. Oral composition should precede written composition. Oral composition, or the art of talking, should be carefully taught. If the pupil can not express his thoughts easily and readily orally, he can not hope to properly commit them to writing.

Composition is having something to say, and saying it well. This involves two stages of the work, viz.: collating material for thought, and elucidating manner and form of expressing it. It is of vital importance that the pupil have something in mind to say, and that he organize this and give due consideration to the manner of expressing his thoughts before attempting to give utterance to them, either orally or in writing.

Composition resolves itself into two forms, impromptu and formal, both oral and written. Impromptu oral composition includes the debate, and other forms of extemporaneous speaking. One of the commonest forms in use in the public schools is the ordinary recitation. Formal oral composition includes the oration, and other forms of prepared speech. Impromptu written composition is typified by the letter, and other forms of composition on familiar topics upon which no time has been spent in preparation. Formal written composition includes the essay, and other forms of written discourse upon which considerable effort has been expended in the way of collecting data and arranging it in logical order. All of these forms of composition should receive their due share of consideration in a well ordered course of study.

Impromptu composition should precede the formal work, and calls for daily and constant practice. It is in this form of composition that the pupil acquires spontaneity, readiness, and fluency of expression—

is trained to think on his feet, as it were, and give concise, logical, and forceful expression to his thoughts. Too much attention can not be given to this phase of the work. It should receive daily attention, and always in the class room under the direction of the teacher. Familiar topics should be assigned, upon which the pupils are required to speak or write for a limited time, and their efforts carefully criticised and corrected. Subjects should be chosen that are adapted to the development of the pupils, and with which they are thoroughly familiar. The topics chosen should be definite, concise, and limited in scope. For instance, instead of assigning the subject, "Thanksgiving," it would be better to state it thus, "Thanksgiving Dinner at Grandmother's." There should be an appeal to the pupil's personal experience.

Formal composition entails much previous preparation in the way of collecting facts and arranging them in logical order. It calls for much research and observation, and study of details as to arrangement, style, and manner of expression. It involves outlining and plan-making, which are valuable exercises in the stimulation of thought and arrangement of ideas. Too much of this work should not be attempted. It is better to work out a few such compositions thoroughly and completely, rather than to undertake more and do the work in a superficial and careless manner. Such compositions when completed should be models of perfection.

The composition exercise should be worked up orally before the writing is begun, so that the pupil's mind will be full of ideas logically arranged clamoring for utterance. The vital element in a child's self-expression is spontaneity. The teacher should skillfully train the pupil to arrange his ideas logically, and leave him free to express them freely, spontaneously, and heartily. Unpremeditated language is a better measure of culture than manners.

Good language is essential to thought-power. Thought precedes expression, yet expression stimulates thought. Correct, concise expression gives the pupil confidence in his powers of understanding. Interest is a potent factor. Interest is necessary to attention, attention stimulates thought, thought leads to knowledge, knowledge begets power, power is the factor of accomplishment, and accomplishment is the goal of all endeavor. One sentence uttered as the result of thought is worth more than a whole page of copied or imitative work.

The teacher must take stock of the pupil's accomplishments and capabilities before any work can be assigned. The child has two sources of material: direct knowledge acquired by personal observation and experience, and facts gleaned from the observation and experience of others. The former is by far the more potent factor in stimulating originality of thought and expression.

The child comes to school with the language of the home and the street. This he has acquired through imitation. He will continue to learn through this same law of imitation. Good models of expression

beget good expression, and for that reason these should be kept constantly before the pupil. This is all the more necessary because the child has acquired bad habits of expression away from school, at home, on the street, etc. The teacher should be a living model of good expression to the pupil.

The pupil should be required to commit choice selections to memory. It will refine and enrich his vocabulary, not only as to words, but idioms as well. Choice selections mould thought as well as language. Proper framing of questions by the teacher stimulates good expression in the answers of the pupils. This faculty is the best measure of a teacher's power.

Nothing short of the pupil's best effort should be accepted. The average pupil is willing to contribute whatever the teacher is willing to accept, if the task be within the pale of possibility. If the teacher accepts carelessly prepared, slipshod work, the pupil follows the line of least resistance and does just that kind of work. The teacher should be helpfully critical and exacting, but not pedantic. The pupil should be free to express his individuality in speaking and writing. If a pupil puts himself into his effort it reacts upon him in a reciprocal increment of power. Originality presupposes an individual view. Dramatization is an excellent means of stimulating the pupil to throw himself into his work. It gives virility to his effort, and fills his mind with ideas teeming with life. If a child's mind is full, it will easily overflow in speech. The teacher should direct and guide, but not repress and formalize. Yet freedom should not degenerate into license, spontaneity should not run riot.

Train pupils to be good listeners, as well as good talkers. This will enable them to carry on a conversation intelligently, pertinently, and logically. Language is largely imitative and the result of habit. Imitation, practice, and habit should be the guiding principles, instead of definitions, formulas, and rules. Constant practice under vigilant inspection and healthy criticism begets good speakers and writers. As the child learns to walk by walking, to talk by talking, to read by reading, so he will learn to speak and write correctly by speaking and writing correctly. Children oftentimes acquire powerful impulses from hearing things that they can not at the time fully comprehend. Do not always seek to hold them down to what they understand. Get them on the scent, and let them puzzle it out; but be careful to keep them at it until they accomplish the desired end. This will stimulate thought and expression.

Topical recitations are excellent forms of oral composition, and should be given in complete sentences of carefully chosen words of correct form and sequence. Simplicity and accuracy of speech should be encouraged at all times. The pupil should recite to the class, rather than to the teacher. This will stimulate good expression, and train the pupil away from self-consciousness. He should stand erect, free from the desk, and face the class. He should direct his remarks to

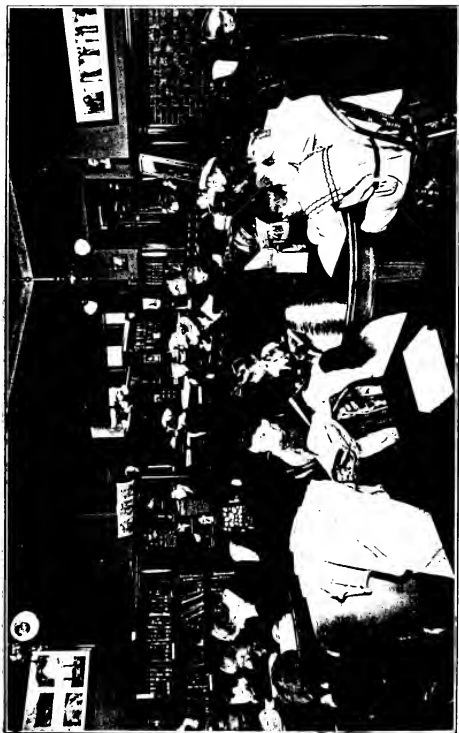
them, and enunciate his words clearly with a good quality of voice. Faulty enunciation and voice quality should receive careful attention, and frequent drills in vocal gymnastics be given to train the vocal organs to precision, distinctness, and flexibility in utterance.

Language work should be intimately related to the life and spirit of the school as found in nature study, in the reading lessons, in the classic stories told and read to the pupils and read by them, in the study of geography and history, in the use of good pictures, and in the lessons in drawing and form study. In fact every exercise in school offers ample opportunity for language drill. The teachers of every department should at all times and in all exercises supplement the work of the grammar and composition teacher by insisting upon correct forms of language both oral and written. Bad forms should be criticised and corrected in all departments. Pupils should not be permitted to assume their English manners only when they are reciting to the English teachers, and then throw them aside when they recite in other departments. Language exercises teach specifically what all other school exercises should incidentally.

The form side of written discourse should receive careful attention. Spelling, capitalizing, punctuation, sentence structure, paragraphing, order and arrangement, manner of treatment of theme, all should receive due consideration. There should be constant practice in all of these for ease, conciseness, clearness, and accuracy.

The grammar of the English language should be carefully and thoroughly worked out. Grammar is not a study *per se*, but a means to an end, that of intelligent correct expression. It presents a two-fold aspect, propaedeutic and retrospective; propaedeutic in the preliminary mastery of grammatical principles to be applied in practical discourse, and retrospective in the correction of prevailing errors of language and the prevention of their repetition. Instruction in grammar, to be effective and practical, should be closely correlated with the composition work, and made contributory and supplemental to it. While in the earlier grammar grades it should be largely incidental to the composition work, yet in the last year of the grammar school it would be well to go over the whole subject thoroughly in order to unify it, and also to acquire proficiency in its underlying principles, especially as they relate to the paradigms and idioms of the language, as a basis for the language study, both English and foreign, of the high school and college.

In the conversational exercises in oral composition work, any pertinent line of thought that will appeal to the interest and personal experience of the child will serve the purpose. For the sake of economy of time and effort, it is well to correlate it with the other work of the school. With this purpose in view, nature study and elementary science has been selected for this course; first, because it probably makes a stronger appeal than any other to the child's personal



CHILDREN'S READING ROOM—CITY FREE LIBRARY

experience and observation; second, because it contributes a fund of information that is vital to his mental development and growth. Some other line of work might lead to equally as good results.

GRADE SIX, SECTION ONE

Oral Composition: Constant drills on correct forms of speech, with close criticism of all errors made by pupils in all exercises. Conversational exercises on insect and animal products—wool, silk, fur, feathers, hide, bone, horn, ivory, nests, eggs, marine or land shells, sponge, coral, etc. Conversational exercises on phenomena of nature—hills, valleys, rivers, lakes, seas; drainage and land-sculpture, with general notions of land-building and of the formation of the earth's crust; heat, cold, water, frost, and ice as forces of nature.

Written Composition: Frequent exercises in impromptu composition, with careful criticism and correction of all errors. Only familiar topics, easily within the comprehension of the pupil, should be used, such as will incite intelligence and spontaneity of expression. Material for this work may be found in the oral language exercises, reading lessons, pictures, etc.

Grammar: Scott and Southworth's Lessons in English, Book Two, pages 1—42 and pages 244—265. Kinds of sentences; subject, predicate, subject and predicate combined; simple subject and predicate—of interrogative sentences, of imperative sentences; kinds of words—nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. Use of capitals, rules for punctuation, quotations, choice of words, variety in expression. Correct pronunciation and use of words frequently mispronounced and misused; vowels and consonants; uses of the apostrophe; syllabication; common abbreviations; quotations; frequent dictation exercises for spelling, punctuation, and forms used in letter-writing.

GRADE SIX, SECTION TWO

Oral Composition: Continue drills on correct forms of speech, with criticism of errors. Conversational exercises on the human body, with special reference to hygiene—the muscles as a motor apparatus; the structure, kinds, action, and uses of the muscles; how muscles are developed; the effects of exercise and rest, and of the use of narcotics and alcoholic stimulants upon the muscles; the skin as a covering, its layers and structure; the hair and nails; the perspiratory and sebaceous glands; the functions of the skin, and their relation to the health of the body; the effects of bathing and of proper clothing. Conversational exercises on animals and plants—typical and familiar specimens of radiates and mollusks, sponge, coral, star-fish, oyster, snail, jelly-fish; animals as related to arts, industries, trade, and commerce: elephant, whale, seal, cochineal, ostrich; plants used for food, clothing, shelter, fuel, and medicine: grains, vegetables, fruits, cotton, flax, pine, oak, maple, hickory, rhubarb; plants as related to manufactures, trade, and commerce: manila, caoutchouc, lumber, cotton, coffee, tea, etc. Oral reproduction of reading lessons, and stories told and read; stories told from pictures; conversations on good manners and morals.

Written Composition: Continue exercises in impromptu composition, with criticism and correction. Short written reproductions of topics discussed in oral composition; letter-writing, with special reference to standard forms. One or two formal compositions should be carefully developed, with special reference to selection and arrangement of matter, treatment of theme, and logical development. All work should be carefully criticised, and rewritten for corrections.

Grammar: Scott and Southworth's Lessons in English, Book Two, pages 43—71 and pages 266—286. Sentence building; incomplete verbs and their complements—copulative verbs, transitive verbs, complements, complete verbs; the essentials of a sentence; modifiers—adjectives, adverbs, adjective and adverb phrases, adjective and adverb clauses, prepositional phrases, possessives, appositives, possessive and appositive phrases, appositive clauses; summary of kinds of sentences. Letter-writing—the heading, address and salutation, body, ending, signature, business letters, notes of invitation, envelope; telegrams. Continue drills on correct pronunciation and use of words frequently mispronounced and misused; uses of apostrophe, syllabication, abbreviations, quotations, plural of nouns, and compound words. Continue dictation exercises for spelling, punctuation, and forms used in letter-writing.

GRADE SEVEN, SECTION ONE

Oral Composition: Constant drills on correct forms of speech, with careful criticism of all errors of pupils in all lessons and exercises. Conversational exercises on anatomy, physiology, and hygiene of the human body—the bones, muscles, and skin; the growth, waste, and renewal of the body; the kinds and needs of food and drink; the organs and processes of digestion; the relation of food, drink, and digestion to health; the composition and uses of the blood; the organs of the circulation of the blood, and their functions; the relation of the blood and its circulation to health; the effects of the use of narcotics and of alcoholic and other stimulants upon the organs and processes of digestion and circulation. Oral reproduction of reading lessons, and stories told and read; stories told from pictures; conversations on good manners and morals.

Written Composition: Constant practice in impromptu composition, with close criticism and careful correction of all errors. Use only familiar topics that will inspire the pupil to thoughtful and spontaneous expression. Oral language exercises, reading lessons, pictures, familiar objects of daily life, personal experiences of the children, etc., may be drawn upon for material for this work. Continue letter-writing, with special reference to business and social forms. Continue formal composition as outlined in preceding grade. Carefully criticize all work, and have it rewritten correctly by the pupil.

Grammar: Scott and Southworth's Lessons in English, Book Two, pages 72—105 and pages 287—307. Sentence analysis; parts of speech; nouns—kinds, inflection, uses, and parsing. Narration—how to tell a story, the study of a story, a story from a poem, biographical sketches, historical sketches, stories from various sources. Constant drills on correct pronunciation and use of words frequently mispronounced and misused; continuous use of the dictionary for definitions and pronunciation; some of the changes in the forms of nouns, and the purpose of such change; e. g., tooth, teeth; lady, lady's; ladies, ladies'; compound words; a few roots, prefixes, and suffixes. Dictation exercises for spelling, punctuation, and forms used in letter-writing and composition.

GRADE SEVEN, SECTION TWO

Oral Composition: Continue drills on correct forms of speech, with criticism of errors. Conversational exercises on anatomy, physiology, and hygiene of the human body—the composition and purity of the air; the organs of respiration and their functions; the structure of the lungs; the effect of respiration upon the air and blood in the lungs, and upon the air in the room; the relation of respiration to health, with special reference to ventilation, disinfectants, exercise, and clothing; the vocal organs and their functions; the nervous system as a directive

power, its organs and their functions; the relation of the nervous system to health, with special reference to exercise, work and study, rest and sleep, food and drink; the organs of special sense, and their functions; how to keep the organs of sense in health, and how to train them; the effects of the use of narcotics and stimulants upon respiration and the nervous system, and upon mental activity. Oral reproduction of reading lessons; descriptions of scenes, real and imaginary; the thoughts and sentiments in some simple poems expressed, or the story of them told, in the pupil's own words; conversations on good manners and morals; conversations on geographical and historical subjects in preparation for letters and other forms of written composition.

Written Composition: Continue impromptu composition, with careful criticism and correction. Draw upon the oral composition exercises for material for this work. Continue letter-writing, as outlined in preceding grade. One or two formal compositions should be carefully worked out, as directed in preceding grade. Have all work carefully criticised and rewritten for corrections.

Grammar: Scott and Southworth's *Lessons in English*, Book Two, pages 106—143 and pages 308—327. Pronouns—kinds, inflection, uses, parsing, number forms, case forms, choice of pronouns; adjectives—kinds, inflection, uses, parsing. Description—pictures in a poem, study of a poem, study of a picture, directions for describing, comparison and contrast, study of faces, geographical descriptions, description of processes, description of animals and plants, description of persons. Continue drills on correct pronunciation and use of words frequently mispronounced and misused; use of dictionary; common homonyms, and synonyms; a few roots, prefixes, and suffixes. Continue dictation exercises for spelling, punctuation, and form.

GRADE EIGHT, SECTION ONE

Oral Composition: Frequent and thorough drills on correct forms of speech, with vigilant criticism of all errors. Conversational exercises on common minerals, rocks, and metals—granite, quartz, feldspar, mica, hornblende, syenite, chalk, pudding-stone, gypsum, lime-stone, salt, coal, iron, lead, tin, gold, silver, copper, zinc, etc. Conversational exercises on common gases and their compounds—oxygen, hydrogen, nitrogen, air, carbonic-acid gas, iron-rust, etc. Conversational exercises on common phenomena of nature—the sun, moon, and stars; their rising and setting; sun's mark at noon, altitude of the sun, length of days; phases of the moon; visible planets; polar and circumpolar stars; some of the easily discernible constellations. Abstracts and summaries of lessons, of stories, and of other kinds of composition. Conversations on good manners and morals. Oral exercises on poems carefully studied.

Written Composition: Frequent exercises in impromptu composition with rigid criticism, all work to be rewritten with careful corrections. Material for this work may be obtained from oral composition work, reading lessons, pictures, familiar objects of daily life, personal experiences of the pupils, etc. Letter-writing upon geographical, historical, and other subjects; also business letters, notes of invitation, of recommendation, etc. Special attention should be given to formal composition during this year, dealing with narration and description; logical outlines prepared, and due attention given to choice of material, arrangement, style, and development of theme. All work should be carefully and closely criticised, and rewritten for correction of errors.

Grammar: Scott and Southworth's *Lessons in English*, Book Two, pages 144—186 and pages 328—343. Verbs—kinds, inflection, tense, number, person, mode, voice, conjugation, verbal nouns and adjectives, verb phrases, parsing. Explanation—directions for explanation, explaining a

look, point of a story, a poem, weapons and tools, an old mill, interesting words; paragraphing—definition, separation, order of sentences; study of poems.

GRADE EIGHT, SECTION TWO

Oral Composition: Continue drills in correct forms of speech, with criticism of errors. Conversational exercises on common facts in physics, learned from observation and experiment—matter, its properties, its three states; motion and force, laws of motion; gravitation, equilibrium, pendulum; lever, wheel and axle, pulley, inclined plane, wedge, screw; liquid pressure, specific gravity; atmospheric pressure, barometer, pump, siphon; electricity, conductors, magnetism, compass, magnetic telegraph; sound, pitch, echo; heat, diffusion, effects, thermometer; light, reflection, refraction, lens, prism, solar spectrum, color. When a topic is selected for study and discussion, it must be kept in mind that the method of studying it is all-important. Pupils should observe and express the facts, and should draw their own inferences, and express them in their own way. Thus a keen interest may be excited, and the best of mental training secured—a training in the practice of close observation, in careful, logical thinking, in accurate description, and correct forms of expression.

Written Composition: Continue impromptu composition, with careful criticism and correction, as laid down in preceding grades. Draw upon the oral composition exercises for material for this work. Continue letter-writing, as outlined in preceding grade. Continue formal composition, as set out in preceding grade. Carefully criticize all work, and have the pupils rewrite it for corrections.

Grammar: Scott and Southworth's Lessons in English, Book Two, pages 187—243 and pages 344—355. Infinitives and participles—forms, kinds, parsing, uses; adverbs—kinds, inflection, parsing, uses; propositions—parsing, uses; conjunctions—kinds, parsing, uses; interjections—uses; sentences and their elements—essentials of a sentence, modifiers, independent expressions, compound elements, elliptical sentences, clauses and clause connectives, analysis of clauses, variety of expression, selections for analysis and parsing; case as a relation; subjunctive mode. Capital letters; italic letters; punctuation—period, comma, semi-colon, colon, interrogation point, exclamation point, dash, hyphen, quotation marks, apostrophe, parentheses and bracket, asterisk; development of our language; derivation and word-building.

ARITHMETIC

When the pupils enter upon the course of the grammar school, they should have thoroughly mastered the four fundamental processes of addition, subtraction, multiplication, and division. They should be accurate, ready, and rapid in all of these calculations. They should also be familiar with the reading and writing of numbers, and the names and uses of common arithmetical signs. If the teacher finds the pupils faulty in any of these fundamentals, they should be thoroughly reviewed until they have fully mastered them. No progress can be made in the application of these principles until the principles themselves are part of the pupil's mental structure.

No fact or process should be learned merely for the time being, to be used for the occasion and then cast aside. It should be so indelibly impressed upon the mind of the pupil that it will become a

potent and ever ready factor in his working equipment. Hence, there should be constant reviews of all elementary principles. When, upon taking up a new phase or application of arithmetic, the pupils are found to be weak or faulty in the underlying principles upon which the new process is founded, right then is the time propitious for a thorough review of those principles.

Not enough arithmetic can be taught by simply making it incidental to the other work of the school. It is not so closely related to other subjects as are reading, language, science, history, etc., yet when possible it should be correlated with the other work. Work the number idea in wherever possible, yet remember that much of arithmetic must be taught independently of other subjects.

Lead the pupil to see and appreciate the unity of the subject, that all parts of arithmetic are intimately related to each other. When preparing to take up a new phase of the subject for consideration, first call up the operation with which the pupil is already familiar upon which the new process depends and out of which it grows, and lead him to see the intimate relation that exists between the two. Thus will you enable him to master the new subject at its very inception. This is in accordance with the law of apperception. As a concrete illustration, suppose you are about to take up the subjects of addition, subtraction, multiplication, and division of compound denominate numbers. The pupil should be led to see that the only difference between these processes and like processes in simple numbers is that, instead of a uniform decimal scale, the number of units of one denomination necessary to form a unit of the next higher denomination is a constantly varying scale. When you have led him to see this clearly, the whole subject is mastered, for he is familiar with all other facts connected with it. Other similar instances might be noted in connection with the subjects of common and decimal fractions, percentage, and in fact the whole panorama of subjects.

Teach the subject instead of the text-book. The text-book should be a means to this end, not the end itself. Arithmetic should be taught as a science. Work out the fundamental ideas inductively, and make sufficient concrete applications of the processes involved to fix the practical phase of the work. Do much original and independent work. Do not be afraid to throw the text-book aside and strike out into the realm of everyday life for material upon which to work. Select original problems from the affairs of life with which the pupils are familiar. Train the pupils to gather practical problems from the business world—the store, the bank, the office, the market, the shop, the trade, the farm, and the household. Make these the basis of your work, and you will give the subject vitality, and arouse the interest and comprehension of the pupils to the highest degree. This is always the result whenever you appeal to the familiar environment and personal experiences of the child.

General conceptions should be developed. Too many teachers fall short of this. The child is surfeited with isolated concrete problems without being led to see the universality of their application. Until the pupil can make a general application of the process involved, the work is incomplete and distracting. Children should be led to form correct concepts of numbers and their relations. Habits of clear, ready, logical thinking, and of concise and accurate expression are to be inculcated.

There are three cardinal purposes in teaching arithmetic in the elementary grades: first, to master the essential processes of arithmetical calculations—i. e., the acquirement of accuracy, skill, readiness, and rapidity in the uses of the tools of mathematics; second, to give capability in the application of these essential processes to the solution of practical problems; third, to furnish a working knowledge of some of the simple fundamental processes of arithmetical, algebraic, and geometrical reasoning. Two phases of the work are presented—numbering and measuring. The first is the province of the primary grades, the latter should be emphasized in the grammar grades. Both are necessary to complete and finished work. Without the former the latter would be impossible, and to stop short of the latter would be to burden the child with a useless commodity.

The true purpose of arithmetic is not to give the pupil dexterity in mental gymnastics in impracticable subjects, but a mastery of those subjects, principles, and processes which have most value for the future progress and life of the child. The various subjects and applications of arithmetic should therefore be so domesticated to the pupil as to become easy and ready instruments of power and enjoyment.

The chief culture value of arithmetic, aside from its practical application to the affairs of everyday life, consists in the training it gives in quantitative judgment and truthfulness. Pupils should be carefully drilled in those exercises and processes affording accuracy of judgment and expression. If the pupils are trained to accept nothing but absolute accuracy in calculations and statements, a long stride will be made in the development of the spirit and habit of truthfulness.

Accuracy and rapidity of calculation, in the light of understanding, are two very important considerations in all mathematical work. The latter is conducive to the former, and impels concentration of attention, which is vital to the acquisition of correct results. Yet intelligent activity must not be allowed to degenerate into mere automatism. The pupil should be trained to think the process in the act of calculation. In this connection it is very important that he thoroughly understand the problem before attempting to solve it. The English of mathematics is too often neglected. The problem should first be thoroughly discussed until the pupils fully understand it in all of its essential details. Frequent drills should be given in the reading and interpretation of problems without attempting to solve them. In this manner will the pupils

form habits of thoughtful consideration. Too often pupils attempt to solve problems without having the least conception of their significance, and we stand aghast at their imagined stupidity. This constitutes the objection to the introduction of the text-book too early in the pupil's course. The solution of the difficulty lies in training the pupils to be thoughtful in their work.

The ingenuity of pupils should be encouraged. They should be trained to be self-reliant, to think out processes for themselves. Set forms should be avoided as much as possible, yet good forms must not be ignored. Set forms kill originality and independent thinking; but, on the other hand, the neglect of good forms begets careless and slovenly habits of thought and activity. The pupil should be carefully trained in the process of working out good forms of solution. A fairly good form thoughtfully developed by the pupil will result in a far greater increment of power to his working knowledge than a blindly imitated form, although it may be absolutely the best form that can be devised. This calls for much original and independent work on the part of the pupils. Have them state original problems, carefully work out a good form of solution, and then solve them in the light of reason. Do not rob your pupils by doing their thinking for them.

Mental arithmetic should receive careful and unremitting attention. This important phase of arithmetic has been too sadly neglected in recent years. We often hear the criticism that the modern school does not give the pupil the power of independent arithmetical calculation contributed by the old time school. In a measure this criticism is just. This condition is largely due to the neglect of mental arithmetic. The early school gave much attention to this subject, and it resulted in independent thought power on the part of the pupil. I would therefore urge a return to the old-fashioned custom of mental calculation. One of the best rules of arithmetic to impress upon the mind of the pupil is never to use a pencil or crayon in calculation when it can be avoided. The pencil and crayon are the handmaidens of automatism, while mental arithmetic is the polar star of intelligent calculation.

Avoid long and complicated problems; they distract the pupils, and thus destroy concentrated thought activity. Large involved fractions and puzzling problems should also be tabooed. Obsolete processes and applications of arithmetic, and also those of little value to the child, either in a practical or disciplinary way, should be omitted. Examples of these are "true" discount, compound interest, apothecaries' weight, foreign and domestic exchange, etc.

In arranging the following course of study for the several grades, the "spiral" plan of the Walsh Arithmetics has been retained because of its review value. Frequent reviews are valuable in fixing processes, because they involve the time element, which is vital to proper mental assimilation. Ideas must have time to grow into the mental fabric of the pupil.

GRADE SIX, SECTION ONE

Walsh's New Grammar School Arithmetic, Articles 1—152.

Mixed Numbers: Addition, subtraction, multiplication, division; common denominators determined by inspection; practical applications.

Review of Simple Numbers: Notation and numeration; special drills in fundamental processes.

Decimals: Addition, subtraction, multiplication, and division by an integer; practical applications.

United States Money: Fractional parts of a dollar; division; practical applications.

Denominate Numbers: Time, dry, and liquid measures; avoirdupois weight; practical applications.

Measurements: Area of rectangles; practical applications.

Bills: Forms; problems.

Fractions: Greatest common divisor, least common multiple; addition and subtraction; cancellation; ratio; multiplication and division; practical applications.

Give frequent drills in fundamental processes for accuracy and rapidity.

Emphasize mental arithmetic at all times.

Formulate and solve practical problems involving the buying and selling of articles of commerce.

GRADE SIX, SECTION TWO

Walsh's New Grammar School Arithmetic, Articles 153—248.

Decimals: Notation and numeration; reduction; addition, subtraction, multiplication, and division; practical applications.

United States Money: Fractional parts of a dollar; division; practical applications.

Denominate Numbers: Reduction; addition, subtraction, multiplication, and division; practical applications.

Measurements: Areas and surfaces; areas of rectangles; areas of right-angled triangles; practical applications.

Bills: Forms; applications.

Review of Simple Numbers and Fractions: Short methods and approximations; sight exercises and approximations; cancellation; ratio.

Percentage: Definition; simple applications; interest, definition; simple applications to practical problems.

Constant review of fundamental operations for accuracy and rapidity.

Continue drills in mental arithmetic for thought power.

Continue formulating problems involving buying and selling of commodities for practice in original application.

Carefully trace relationship of new processes to old ones with which the pupils are familiar.

GRADE SEVEN, SECTION ONE

Walsh's New Grammar School Arithmetic, Articles 249—312.

Denominate Numbers: Reduction, descending and ascending; compound addition, subtraction, multiplication, and division; avoirdupois weight; time between dates; practical applications.

Measurements: Surfaces, area of rectangles, square measure; volumes, solid contents, cubic measure; surfaces of rectangular solids; angles, triangles, quadrilaterals; practical applications.

Review of Simple Numbers and Fractions: Special drills in sight operations; sight approximations; fundamental processes; cancellation; common fractions; decimals.

Percentage: Applications; percentage, finding percentage, base, and rate; practical applications.

Continue drills in fundamental processes for accuracy and speed in calculation.

Insist upon mental calculations at all times where possible.

Continue practical application of principles in the formulation of problems in the everyday affairs of life.

Continue to show relation of new processes to those already mastered upon which they depend.

GRADE SEVEN, SECTION TWO

Walsh's New Grammar School Arithmetic, Articles 313—390.

Percentage: Applications; commission, insurance, taxes; profit and loss; commercial discount; interest, interest-bearing notes, partial payments; bank discount, discount of interest-bearing notes; practical applications.

Denominate Numbers: Troy weight; English money; reduction, descending and ascending; compound addition, subtraction, multiplication, and division; practical applications.

Review of Simple Numbers and Fractions: Sight operations and approximations; thorough review of all the operations in simple numbers, common fractions, and decimals.

Continue drills for accuracy and speed, mental arithmetic, and practical applications of principles involved to the formulation of original problems.

Trace relation of all new operations to the related old ones.

GRADE EIGHT, SECTION ONE

Walsh's New Grammar School Arithmetic, Articles 391—515.

Ratio and Proportion: Ratio; proportion, partitive proportion; partnership; practical applications.

Involution and Evolution: Involution, power; evolution, root, square root; practical applications.

Mensuration: The circle, radius, diameter, area; areas of triangles and quadrilaterals; surfaces of prisms and cylinders; surfaces of pyramids and cones; volumes of prisms and pyramids, of cylinders and cones; spheres, radius, diameter, surface, volume; circular measure; practical applications.

Longitude and Solar Time: Standard time; solar time; practical applications.

Stocks and Bonds: Stocks, capital, shares, dividends; bonds, coupon, registered; practical applications.

Domestic Exchange: Sight drafts; time drafts; bills of exchange; practical applications.

Interest: Compound; annual; practical applications.

Metric System of Measures and Weight: Measures of length, surface, volume; dry and liquid measures; weights; practical applications.

Reviews: Fractions, denominate numbers, commercial discount, interest, bank discount.

Continue drills for accuracy and speed in calculation, mental arithmetic, applications of principles to original problems, and tracing of relation of new processes to related familiar ones.

GRADE EIGHT, SECTION TWO

Walsh's New Grammar School Arithmetic, Articles 516—601, and Articles 619—640.

Algebra: Coefficients; equations; clearing of fractions; positive

and negative quantities; addition and subtraction; parenthesis; equations of one unknown quantity; equations of two unknown quantities; equations of three unknown quantities; exponents; multiplication and division; factoring; fractions. The object of this course is to induct the pupil into the rudiments of algebraic reasoning, as a preparation for the more advanced work of the high school.

Geometry: Lines; angles; parallels; triangles; quadrilaterals; circles; pentagons, hexagons, octagons; constructions; equal triangles, equivalent triangles; calculating heights and distances. The object of this course is to initiate the pupil into the methods of geometrical reasoning as exemplified in concrete geometry in its application to problems in mensuration, as a preparation for the more advanced abstract work of the high school.

HISTORY

In the course for the primary schools the work has been confined largely to biography and story. The child has been acquiring a fund of information and facts, but little attempt has been made to organize this into a unity or connected whole. The pupil is now prepared to draw upon this fund as so much stored up capital to be utilized in a broader and more extensive view of man and his doings.

The history of man does not consist merely of the history of any one race, people, or country, but of all peoples from the earliest dawn of civilization to the present time. True, each nation has had its own special work to do, but there is a unity or kinship that binds all nations together, the heritage of heredity and the community of interest. Any conception of history which is confined to one's own country, regardless of its relation to other countries, is narrow, pedantic, and misleading. The history of a nation can not be thoroughly understood without knowing something of its relation to other countries, especially the mother country, or the one upon which it directly depends for the manners, customs, and traditions of its people. The Chinese stand today as a living, or rather dead, monument to the memory of a people who walled themselves in from the rest of the world and lived unto themselves. For nearly five thousand years they have hoodwinked themselves into the belief that they are the only chosen people of the earth, that all others are barbarians, devils to be shunned.

We are inheritors, not merely of American ages, but of all ages, all nations—Egypt, Palestine, Greece, Rome, Germany, France, England. All of these have contributed liberally to our language, literature, art, manners, customs, and institutions. Hence, we can not thoroughly know ourselves until we have some conception of the inception of those things which go to make up our character as a nation. In the history course in the primary schools, the pupils have been gleaning some general facts concerning the nations of antiquity. Before entering upon the more special study of the history of our own country, we deem it wise to spend some time in familiarizing the pupils to some extent with the affairs of the mother country; and so we devote the sixth year to an



LEFT HAND DRAWING - CREEK (1900) - 10 x 12 in. 1900

elementary study of the history of England. The history of the United States is so closely related to that of England as to make a rudimentary knowledge of English history a necessity to a proper understanding of our own history.

Each study has its special function in the psychological evolution of the child. As the natural sciences are best adapted to cultivating the faculty of observation, language that of memory, and mathematics the reason, so history is especially adapted to the development of the judgment. Psychologically, history cultivates the power of discriminating observation, strengthens the faculty of following an argument logically from point to point, and improves the process of comparison, *i. e.* judgment. It enables the learner to select grounds for opinions, accumulate materials for argument, put these together for generalizing facts, to estimate character, and to accustom him to express ideas and conclusions in original, sentient words.

Geography and history are intimately related, and should go hand in hand in the study of a country. Especially is this true of historical geography. The map should play an important part in all history work—events should be located. It serves as an anchorage for ideas, holding them in place until the pupil gets a proper perspective of the situation—a sort of fixative of facts, as it were, on the canvas of the memory. Geography is earth-picturing, history man-picturing. History is the science of the relation of human beings in their social and civic life, and deals with principles upon which the affairs of life are conducted. Two conditions are to be studied—physical environment, and human disposition and ideals. The earth is most interesting in its relation to human uses. Man seeks the point of least resistance; hence, the most populous regions of a country are usually its valleys. Here the conditions are such that man finds better opportunities for perpetuating his existence and wresting from nature those things which are essential to his well-being. Physically highland people are hardier and more vigorous, made so by the unequal conflict for existence. Primitive people live in isolation, having little to do with each other, except as they clash in conflict. Later when the necessity of communication and intercourse arises, and they discover the common interests that bind and actuate them, a more friendly attitude is maintained, and commerce is established. Commerce strikes an equilibrium between the diversities of labor and products. It is the great leveler of humanity, for it is the arena where all nations meet on a common plane.

As man advances in civilization, he becomes more independent of his environment—makes nature subserve his purposes. To the savage, the ocean is an unfathomable mystery, the mountain an insurmountable barrier, the river a natural boundary; but civilized man sails placidly over the bosom of the ocean in his ships, tunnels the mountain, bridges the river, and traverses the continent on his iron horse.

History deals with the spiritual development of man as exemplified

by his deeds and ideals. It is an account of the conquest of material nature by human society, in accordance with justice and beneficence, the reaction of man against the forces of nature to secure for himself what he needs. It is a sort of "clearing-house" of opposing human forces. Transcendental freedom is the soul of history.

Civilization has its highest phase in the religious convictions of the people, as revealed in church, literature, art, and science; its second phase in institutional life, as revealed in the home, school, and government; its third phase in industrial life, as revealed in the field, shop, office, and commercial interests.

The objects of history teaching might be enumerated under three heads: first, it trains the judgment in showing effects from given causes; second, it shows the child that he is the inheritor of the fruits of the work of his fathers; third, it develops appreciation of the worth of moral courage, self-sacrifice, self-reliance, perseverance, and patriotism. Not the least of these is moral training. The study of human character, motives, and deeds enables one to avoid the errors and exalt the virtues of both individuals and national life. The state, which is the employer of the public school teacher, may insist that the ultimate purpose of history teaching is to make of the child a good citizen; the philanthropist, on the other hand, may declare that it is not this, that it is broader and more comprehensive, that the true purpose of history teaching is to develop the child into the best possible man; but who can say that this is not a distinction without a difference?

Children are more interested in men and their deeds, than in the causes and results of events. They are more interested in the story of Washington and his hatchet, than in the causes of the American Revolution; in Jackson and his sturdy manhood, than in the national bank controversy; in Lincoln the rail-splitter, than in the slavery question; in George Rogers Clark and his perilous adventures, than in the development of the Great Northwest. The personal element is dominant in earlier history study. Biography and story are concrete, and appeal to the interest of the child. It is not enough merely to ascertain what a man does, and the motive prompting him to do it; the pupil should know what he desired to do, and why he did not accomplish it. He should also determine what he himself would have done under similar circumstances.

The history of a race is an evolution, a growth. The development of the child proceeds upon the same general lines as the development of the race. By observing this law, and preserving the parallelism, the teacher can present matter for study in proper sequence, and thus appeal to the strongest interest of the child. Compare the growth of the nation with that of the child; the development of other nations with our own national development. Primary history should be devoted to racial growth as epitomized by individuals; later history should deal with the growth of institutional life.

The early stages of history study can not be thorough and complete, but must necessarily be fragmentary; later study will gather up the loose ends. The teacher should be content with making impressions, but care should be taken to make impressions. The amount of knowledge that can be acquired is small, but the interest to be developed is great. Give the pupil an insight into sources of information, arouse interest to the highest pitch, and put him on the scent for more knowledge. Thoroughness in history knowledge at the best is only a relative term. A boy may be thorough in the eighth grade, yet how little does he know as compared with a senior in the high school, or the latter with a senior in the college; and how limited is the knowledge of a senior in college with that of a graduate student who has just received his Ph. D. degree in history, or the latter with a Von Holst, a Hart, or a Fiske; and how little does any of these illustrious historians know of the facts of all history.

The main purpose is to create an interest and enthusiasm in the right direction; this will result in accomplishment later. Large questions of state and society are not for pupils in the grammar schools. The work must be adapted to the capabilities of the child. It is not a question of what the teacher is interested in and desires to teach, but what the child can properly grasp, understand, and assimilate. Regarding children as adults is the source of much waste of time and effort on the part of the teacher and pupils.

The recitation should not be merely a test of memory, but of understanding. Teachers are prone to ask too many questions. Give the pupil some latitude for independent thinking. Lessons should be assigned by the topical method, and not by pages and sections. The developing method should be used, instead of a mere sifting of facts. Sift the facts, but properly articulate them into a connected whole. Some fundamentals should be memorized as mile-stones, to which other minor facts may be properly related. Remember that history is a body of useful facts, not detached, but related; and they should be properly articulated with what precedes and follows. The recitation should not blindly follow the text, but should devote much time to comparison and comment. Train the pupils to discriminate between important and unimportant matters. It is sometimes just as important for a pupil to forget as it is to remember; but he should know what to forget.

"But," I hear some hypercritical teacher exclaim, "why learn a thing if it is to be forgotten?" The large fact must be viewed in its relation to all the minor details in order that the pupil may get its true perspective, but care should be taken that it remain large; the minor details must not be unduly exalted. The hull and shell are necessary to the growth and preservation of the kernel of a nut; and we must remove them in order to get at the kernel, but we do not eat them.

The important things in history may be emphasized, not only by comparison, but by reiteration. Reviews are as valuable in history

as in other subjects, and should be frequently and assiduously given. The "spiral" plan is not bad. At different stages of the child's development he is interested in different phases of a subject. In the primary grades, he is interested in Washington as the boy with a hatchet; in the grammar grades, as the young surveyor and sturdy soldier; in the high school, as the great general and leader of men; in the maturer years of college and after life, as the sagacious statesman and wise executive.

Children should live in imagination the experiences of the people about whom they are studying. The dramatic instinct in the child is very strong, and an appeal to this will prove very effective. Historical plays and tableaux will assist greatly in enlisting their interest and reaching their understanding. Historical stories, anecdotes, and pictures are also valuable auxiliaries. Collections can be made from magazines and other periodicals.

The observance of national holidays in the proper spirit inculcates an abiding sentiment of patriotism. The children should be inducted into the true significance of these days, so that they will know that the Fourth of July means more than an opportunity to shoot sky-rockets and explode giant fire-crackers, and kill and maim each other, as well as outrage the ears and nerves of well-disposed people. In addition to these holidays, the anniversaries of many important historical events might be observed as flag-days.

Collateral reading should be encouraged, but this should be carefully directed and well organized. The teacher should acquaint himself with the material in the Grade Libraries and the City Free Library, and cite the pupils to books and articles pertinent to the lessons in hand, and encourage the liberal use of them.

GRADE SIX, SECTION ONE

Mowry's First Steps in the History of England, pages 13—147.

Caradoc, and the Roman conquest.

King Arthur and his Round Table; the Anglo-Saxon conquest.

Venerable Bede, and the Christianizing of England.

Alfred the Great, and the Danish invasion; the founding of the English nation.

William the Conqueror, and the Norman conquest.

Thomas a Becket, Archbishop of Canterbury, and the contest between church and state for supremacy.

Richard Lion-Heart, and the Third Crusade.

King John, and the Magna Carta, the foundation of English liberty.

Simon de Montfort, and the origin of the House of Commons, the second step in English freedom.

Robert Bruce, and the Independence of Scotland.

The Black Prince, and the beginning of the Hundred Years' war with France; the development of the English yeomen.

Wat Tyler, and the emancipation of the English serfs.

Prince Hal, and the culmination of the Hundred Years' war with France.

Warwick the King-Maker, and the wars of the Roses.

GRADE SIX, SECTION TWO

Mowry's First Steps in the History of England, pages 148—301.
John Cabot, and early American explorations.
Cardinal Wolsey, and the establishment of the Church of England.
Francis Drake, and the continuation of American explorations; the destruction of the Spanish Armada.
William Shakespeare, and the development of the English stage; the golden age of English literature.
John Hampden the patriot and champion of the people; the beginning of the house of Stuart, and the union of Scotland and England.
Oliver Cromwell, and the Commonwealth; the final establishment of parliamentary control of the government.
Sir Isaac Newton, and the development of science.
Lord Chatham, the champion of American liberty; the beginning of the house of Hanover, and oppression of the American colonies.
Robert Clive, and the conquest of India.
The Duke of Wellington, and the defeat of Napoleon.
William Wilberforce, and the emancipation of the slaves.
Daniel O'Connell, the Liberator, and his work for Irish liberty.
Sir Robert Peel, and the right of franchise and the repeal of the Corn Laws.
William Ewart Gladstone, the Grand Old Man, the founder of modern England.
Cecil Rhodes, and British domination in South Africa.

GRADE SEVEN, SECTION ONE

Montgomery's Leading Facts of American History, sections 1—130.
The discovery and naming of America.
Attempts at exploring and colonizing America; the country; the natives; effects of the discovery of America on Europe.
Permanent English and French settlements; the thirteen colonies; comparison of the Jamestown and Plymouth colonies, and their influence on the subsequent history of the country.

GRADE SEVEN, SECTION TWO

Montgomery's Leading Facts of American History, sections 131—273.
The French exploration of the west; the French and Indian wars; the Ohio Company; the Albany Convention; the Acadians; general state of the country in 1763.
Taxation without representation; resistance by the colonies.
The declaration of independence.
The Revolutionary war, its causes, principal events, and its results.
The American states independent, but not really united, congress destitute of power.
The condition of the country.
The Northwest Territory.
The constitution of the United States.
The Union; national development.
Administrations from Washington to Jackson.
The purchase of the Louisiana Territory.
Explorations in the northwest.
The war of 1812, its causes, principal events, and results.
The slavery controversy; the Missouri Compromise.
The Monroe Doctrine.
The development of the country.

GRADE EIGHT, SECTION ONE

Montgomery's Leading Facts of American History, sections 274—389.
 Administrations from Van Buren to Cleveland's first administration.
 The slavery controversy.
 The Mexican war, its causes, principal events, and results.
 Secession, and the emancipation of the slaves.
 The war of the Rebellion, its causes, principal events, and results.
 Reconstruction; the new nation.
 The purchase of Alaska.
 The development of the country.

GRADE EIGHT, SECTION TWO

Montgomery's Leading Facts of American History, sections 390—427.
 Administrations from Benjamin Harrison to the present time.
 Extension of civil service reform.
 Development of the country.
 The Spanish American war, its causes, principal events, and results.
 The acquisition of the Philippine islands.
 The development of the country.
 After the completion of the chronological history of the country, some time should be devoted to the study of special subjects, such as the following: the territorial growth of the country, the constitution, the institution of slavery, the currency, the national banking system, the tariff, political parties, internal improvements, the American Indian, etc.

GEOGRAPHY AND PHYSIOLOGY

Geography is presented in the sixth and seventh grades, and physiology in the eighth grade.

Geography is a study of the earth as the home of man, and its purpose is to give the pupil a conception of the earth and his relation to it. It is not only a description of the earth's surface, but also a treatment of the people who inhabit it, and their life as affected by climate and physical environment.

Geography deals with the peculiarities of surface, contour, and climatic conditions, and with the fundamental laws by which the earth is governed. It shows the influence of physical conditions upon the life and character of the inhabitants. It should explain clearly to the comprehension of the child the simple phenomena of daily occurrence, such as sunshine, wind, rain, snow, hail, ice, etc., and their influence upon the life of man. It should also show the influence of zones, mountains, plains, rivers, etc., upon the industries, commerce, social life, education, and religion of the people.

It awakens the interest of the child in the world about him to such an extent that his sympathy and love for his fellow men are greatly increased. The true purpose of geography teaching is humanity, instead of locality. The earth is a stage filled with actors contending for food, clothing, and shelter, and for objects of enjoyment, social amelioration, and intellectual and spiritual improvement.

Geography is very closely related to all other subjects, and the

teacher should endeavor to correlate it as much as possible with the other work of the school. History is inseparable from geography, and in the primary grades geography work is largely the geography side of nature study. It also furnishes much interesting and valuable material for language and composition work, and for supplementary reading and letter-writing.

The objects of geography teaching may be enumerated under the following heads: first, the practical purpose is to give the child a definite knowledge of the location, character, and use of important places and things on the surface of the earth; second, spiritually, to lead the child to see that the earth is especially adapted to man's habitation and occupation; third, sociologically, to show the interdependence of men in their relations to each other; fourth, psychologically, to cultivate the child's powers of observation, imagination, memory, judgment, and reason.

The study of physical features should precede the study of political divisions. The former are important because of their influence upon the latter, and their effect upon the life and character of the people and their occupations. Physical features are relatively permanent in character; political features are constantly changing, as history will show.

Political geography should be studied in the light of physical geography, and the influence of the latter upon the former should be clearly shown at all times. For instance, the pupils should be led to see that the commercial importance of Chicago or of New York results primarily from its position at the head and foot of a system of waterways. The physical features of a country influence the movement of races, the progress of settlement, the establishment of centers of population, the occupations and productions of the people.

In the study of a country, the teacher should endeavor to make the work as real and lifelike as possible to the pupil. The imagination, reinforced by home observation, may be drawn upon to make the mental picture of a country as true to life as possible. Pictures illustrating the life and industries of the country, natives of the country living in this country, and articles of commerce and other commodities imported from the country are all tangible evidences of its existence. While studying a country, an exchange of letters descriptive of home environment between the pupils and children of the country under consideration will bring them in closer touch with the country, and add interest and zeal to the work.

In studying the geography of foreign countries, time should be given in proportion to their relative importance and influence in the world. Accordingly much attention should be given to the study of England, France, Germany, Russia, Holland, Italy, China, and Japan, and little to Africa, Australia, and South America. In studying the geographical features of a foreign country, comparison should be made

with corresponding features of our own country. The United States should be constantly used as a measuring unit for determining the value of all other countries. Too much stress can not be laid upon the importance of comparing the state of society, civilization, education, industries, commerce, etc., of other countries with our own.

The importance of the study of relief can not be overestimated. Relief should be studied in its influence upon climate and products, and the comfort and opportunities of man. In this work, use may be made of the outdoor environment of the child, the sand-table, relief maps, physical maps, and the globe. Climate, including of course rainfall and occasional winds, is of great importance in its effect upon the life of man, and it should be made a special feature in the study of a country. Pupils should be trained to discover for themselves, as far as possible, what the climate of a country must be. In this connection it is important to know the causes that influence climate.

The map should play an important part in the study of geography. Use should not only be made of the maps in the text and the wall-maps, but the pupils should be trained to construct maps for themselves. They will assist the pupils in acquiring a correct conception of the relative position of places, and also serve as a fixative of facts in the memory. Outline maps are furnished upon which the pupil may locate important places and objects studied. These maps should be built up gradually as the work progresses. Care should be taken that pupils do not spend too much time during school hours in making elaborate maps. Finely finished maps, showing hundreds of minor details, might look pretty if they did not serve to remind us of a great waste of time and energy. Pupils should draw only such parts of a map as are worth remembering.

A careful study should be made of the laws governing the growth of cities, provinces, and states; of commerce, routes of travel, and international relations.

The relation of the fauna and flora of a country to climatic and surface conditions, and their influence upon the life of man should be carefully noted.

School excursions may be made a valuable feature of the work. Pupils should be led personally into the presence of forms and phenomena of nature which they are to study, for careful inspection of the objects studied, or of similar objects, is worth far more than printed descriptions of the same forms. If the observations made in field excursions be followed by vivid descriptions, and pictures be freely used, the child will form fairly accurate concepts of the various features described in foreign lands. Sir John Lubbock says, "What we see depends largely upon what we look for;" hence, the wisdom of preparing the pupils for looking intelligently at what they are to see, rather than to work in an aimless manner and return in a state of confusion.

The teacher and pupils should collect and arrange a large supply of supplemental work. In the way of pictures, sketches, and materials for study. These will prove valuable in elucidating and throwing additional light upon the work of the text. They can be arranged in a note-book, in which also can be bound maps and other laboratory work in the subject. This note-book will prove a valuable means of organizing the work of the pupil in geography and fixing the facts in his memory.

The teacher should make constant use of the manual. It contains much valuable material for study.

The Grade Libraries and City Free Library will furnish much valuable material for study. The pupils should be trained to make constant and intelligent use of these libraries, and their efforts in that direction should be carefully directed and organized by the teacher.

Physiology is the science which treats of the phenomena of living organisms. Human physiology deals with the functions of the organs and tissues of the human body. The primary object of its study in the elementary schools is to so acquaint the pupil with the organs of his body, their functions, and the laws governing their growth and preservation, as to inculcate an intelligent care of the body. Hygiene, or the science of health, must play an important part in the study of physiology; but an intelligent comprehension of this subject is dependent upon a working knowledge of physiology.

Much of the elementary work in physiology has been done in the primary grades, and incidental to the oral composition work of the sixth and seventh grades. In these grades, however, the subject has been presented in a fragmentary manner, without much attempt to unify it. In the eighth grade it should be treated in a more systematic way, so that the pupil may comprehend it as a connected whole. The work in the main will, of course, treat of the subject matter covered in the earlier grades, but the treatment should be more comprehensive and technical than has been possible heretofore.

The consideration of individual structure and function should now merge into consideration of relation and interdependence. The pupil should now be led to see the adaptation of structure to function, and of both of these to hygienic demands and laws. The laboratory method of study should be used as far as practicable, and material presented to the class for observation and study when it can be used to advantage in explaining the structure and function of the various organs and tissues of the body.

The elementary laws of physics and chemistry, in so far as a knowledge of them is necessary to make clear the processes of physiology, should be presented and explained; but care should be exercised that the pupils understand them and their application to the subject in hand. The microscope, where it can be used to advantage, will greatly assist

in comprehending the *general principle*, but the teacher should be careful not to go too deeply into the *phases* of the work.

Hygiene, or the laws of health, should be emphasized throughout the course. In this connection the deleterious effects of alcoholic stimulants and narcotics should be presented in their proper places. At all times the child should be carefully and diligently trained in right habits of living, where the development of wrong habits would endanger his health or happiness. He should be encouraged and trained to live a life of cleanliness and purity in both action and thought.

The use of a note-book will prove to be a valuable aid in fixing the facts of physiology upon the mind of the pupil, and in organizing his knowledge of the subject. In this may be recorded drawings and descriptions of organs and tissues studied, digests of supplementary matter read and studied, and illustrations gathered from various sources. This will also prove to be a valuable means of supplementing and reinforcing the work of the composition and drawing teachers.

The grade Libraries and City Free Library should be drawn upon for material to supplement the work in physiology. This work should be carefully organized and directed by the teacher.

GRADE SIX, SECTION ONE

Frye's New Advanced Geography, pages 1-60.

The Earth: Form and size; directions.

Forms of Land and Water: The land and its soil; rainfall and springs; lakes and rivers; plains; mountains and valleys; volcanoes; waves and tides; shore forms.

Continents and Oceans: The continents, the oceans, surface of North America; surface of South America; surface of Europe; surface of Asia; surface of Africa and Australia.

Climate of the Earth: Latitude and longitude; change of seasons; the zones; seasons of the zones; the air and its work; winds and rainfall; ocean currents.

Races of Men: The black race; the red race; the brown race; the yellow race; the white race; religions; governments.

Zones of Plant Life: Where plants grow; plants of the torrid zone; plants of the warm temperate zone; plants of the cool temperate zone; plants of the north frigid zone; general view of plant belts.

Zones of Animal Life: Where animals live; distribution of animals in zones.

Minerals: Mines and quarries.

Commerce: Highways of trade.

GRADE SIX, SECTION TWO

Frye's New Advanced Geography, pages 61-102.

The United States: People; surface; climate.

Products of the United States: Cotton; wheat; corn; oats, barley, and rye; tobacco; forests; fruit; cattle and dairy products; sheep and wool; horses, mules, and hogs; fisheries; coal, iron; petroleum and natural gas; gold, silver, copper, lead, and zinc, other products; wild animals of the United States and Alaska.

New England States: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut, cities of New England.



FREE-HAND DRAWING—LIFE WORK—HIGH SCHOOL

Middle Atlantic States. New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, and West Virginia; cities of Middle Atlantic States.

Southern States, Eastern Section: North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, and Tennessee; cities of Southern States, eastern section.

GRADE SEVEN, SECTION ONE

Frye's New Advanced Geography, pages 103—144, and Indiana Supplement.

Southern States, Western Section: Louisiana, Texas, Arkansas, and Oklahoma; cities of Southern States, western section.

Central States, Eastern Section: Ohio, Indiana (history, location, relief and drainage, soil and climate, minerals, plants and animals, industries and commerce, cities, population, government, education), Illinois, Michigan, Wisconsin, and Kentucky; cities of Central States, eastern section.

Central States, Western Section: Minnesota, Iowa, Missouri, Kansas, Nebraska, South Dakota, and North Dakota; cities of Central States, western section.

Western States: Montana, Wyoming, Colorado, and New Mexico; cities of the Rocky Mountain States; Idaho, Utah, Nevada, and Arizona; cities of the Plateau States; California, Oregon, and Washington; cities of the Pacific Coast States.

Detached Parts of the United States: Alaska; Hawaiian Islands; Philippine Islands; other island possessions in the Pacific; Porto Rico and Virgin Islands.

Government of the United States: Form of government.

Other Countries of North America: Canada, Newfoundland, and northern islands; Mexico; Central America; West Indies.

South America: Andes highland; eastern highlands; lowlands and rivers; climate; plant life; animal life; people; countries and cities.

GRADE SEVEN, SECTION TWO

Frye's New Advanced Geography, pages 145—195.

Europe: Highlands of Europe; lowlands of Europe; the British Isles; climate; plant life; people; cities of the British Isles; countries and cities of lowland Europe, western part; Mediterranean countries and cities; other countries and cities of Europe.

Asia: Highland regions; northern Asia; eastern Asia; surface of India; Asiatic islands; climate; plant life; animals of northern Asia and Europe; people; countries and cities.

Africa: Surface; climate; plant life; animal life; people; countries and cities.

Australia: Surface and climate; plant life; animal life; people; cities of Australia; New Zealand and other islands.

Time belts and international date line.

GRADE EIGHT, SECTION ONE

Conn's Elementary Physiology and Hygiene, pages 11—152.

Foods and Food Materials: Purposes of food; kinds of food; sources of foods; other food material; alcohol; amount of food needed; comparative food values.

Digestion: The mouth; food in the mouth and throat; food in the stomach; food in the intestines; digestibility of foods; how the food gets into the blood; undigested portions of the food.

Food Habits and Cooking: Proper habits of eating; the habit of

using alcohol; purposes of cooking; principles of cooking; methods of cooking.

Circulation: The blood; what makes the blood flow; blood vessels; how the blood flows; how the flow of the blood is controlled; summary of the circulation process.

Respiration: The air passages and the lungs; how the air is drawn into the lungs; what breathing does for the blood; ventilation; how to restore respiration.

The Framework and Motion of the Body: The skeleton; the bones; cartilage; joints; the muscles.

GRADE EIGHT, SECTION TWO

Conn's Elementary Physiology and Hygiene, pages 153—315.

The Kidneys and the Skin and their Duties: Waste products; the kidneys; the skin; functions of the skin.

The Care of the Skin: Bathing; clothing; burns; frostbites.

Stimulants and Narcotics: Opium; tobacco; alcohol.

The Nervous System: The brain; the spinal cord; the nerves.

The Nervous System in Action: Duties of the nerves; duties of the spinal cord and medulla; the cerebellum and cerebrum; the importance of habits; the care of the mind.

The Senses: The sense of sight; the sense of hearing; the sense of taste; the sense of smell; other sensations.

Health and Disease: Parasitic diseases; the use of alcohol; the duty of preserving health.

What to Do in Emergencies: Treatment for poisoning; cuts and wounds.

Public Hygiene: Boards of health as public protection; inspection of water, ventilation, and food; prevention of contagious diseases; protection from contagious diseases.

A War for the Nation: Tuberculosis; consumption not hereditary; prevention of consumption; cure of consumption; how to combat bacteria; alcohol and consumption; precautions for consumptives; animal tuberculosis.

How to Develop the Body: Breathing; walking; exercises for suppleness—ease of motion; development exercises for the arms, shoulders, back, chest, neck, hands and wrists, waist and abdominal muscles, and legs; games and sports; physical expression.

The Voice: The production of the voice; position in speaking and reading; breathing exercises; articulation; the vowels; the consonants; enunciation; accent, emphasis, and inflection; character in speaking.

DRAWING AND ART

The Prang Text Books of Art Education are used throughout the grades, beginning with the first book in the first grade. The child studies good examples of technique, composition, design, line, form, color, etc.

In the first and second years the children work out things of beauty in composition and design, without knowing the principles.

In the third, fourth, and fifth grades, these principles are taught and applied, care being taken to correlate the art work as much as possible with the other studies.

In the departmental work in the sixth, seventh, and eighth grades,

this work is continued with great care, particular attention being given to designing.

Designs are applied to articles made in the manual training work. Decorations and illustrations for note-book covers, and pages in literature, nature, physiology, and other studies, are made.

In these grades originality is generally insisted upon, and great stress is placed on appropriate design or illustration for the given subject. In this way the pupil is left, after sufficient instruction, to express himself freely.

Artistic expression and acute discrimination between the awkward and beautiful are much to be desired in these grades.

GRADE SIX, SECTION ONE

The Prang Text Books of Art Education, Book VI.

Landscape: Picture composition.

Flowers and plants.

Life Work: Human figure, birds, insects, etc.

Still Life: Beauty in common things.

Perspective.

Design: Color relation; pure decorative and constructive design.

GRADE SIX, SECTION TWO

Same as Grade Six, Section One.

GRADE SEVEN, SECTION ONE

The Prang Text Books of Art Education, Book VII.

Landscape: Pencil-sketching from pictures of noted artists; a decorative treatment of landscape effects.

Flowers and Plants: Brush studies of common plants, weeds, and seed-pods; decorative treatment of plant forms; material for design.

Life Work: Pictorial and decorative treatment.

Perspective: Rules and definitions; perspective of horizontal lines, above and below the eye, etc.

Working drawings as basis for constructing simple articles.

Design: Geometric designs; motives from plant forms; practical application to simple articles in pottery, wood-work, copper, etc.; designs for calendars, book-racks, paper-knives, plates, pillows, etc.

GRADE SEVEN, SECTION TWO

Same as Grade Seven, Section One.

GRADE EIGHT, SECTION ONE

The Prang Text Books of Art Education, Book VII.

General subjects same as in Grade Seven, but presented in a more advanced form.

GRADE EIGHT, SECTION TWO

Same as Grade Eight, Section One.

MUSIC

The method in music is to develop an appreciation of and love for good music, the correct use of the voice, the ability to read music at sight, and the power of musical interpretation.

The aim is to teach the technique thoroughly, but in such a way that we will not lose sight of the real object, music itself. This is done at first by the use of good songs, carefully selected, which appeal to the child and are taught by imitation; then by the use of the technical construction, which gradually leads into the singing of songs at sight.

The musical interpretation, expressing the beauty and significance of the idea, is aided by marks of expression—tempo signs, phrases, breath marks—and by the relation of the words to the music. A study of the poem as to accent, rhythm, phrasing, etc., will reveal the rhythmical form and melodic construction of the music.

Ear and eye training and written exercises are equally important, and each has its place.

This brief explanation of the plan of work may aid in following the various steps throughout the course of study.

GRADE SIX, SECTION ONE

New Educational Music Course, Third Reader.

Review the nine common keys, preceding time problems, with an addition of 9-8, 12-8, and 6-4.

Chromatic Tones: Sharp 1, sharp 2, sharp 4, sharp 5, sharp 6; flat 2, flat 3, flat 6, and flat 7.

The Minor Scale: Harmonic; melodic.

Scales of A, E, D, B, G, F sharp, C, C sharp, and F minor—minor melodies.

Scale and interval drills.

Weaver's Individual Sight Singing Slips.

Written work from dictation—original melodies.

GRADE SIX, SECTION TWO

Same as Grade Six, Section One.

GRADE SEVEN, SECTION ONE

Modern Music Series, Alternate Third Reader.

Major scales.

Minor Scales: Harmonic; melodic.

Related keys—modulation by sharps and flats.

Three part song.

Interval and scale drills.

Weaver's Individual Sight Singing Slips.

Written work from dictation—original melodies.

GRADE SEVEN, SECTION TWO

Same as Grade Seven, Section One.

GRADE EIGHT, SECTION ONE

Modern Music Series, Alternate Third Reader.

Review major and minor scales—related keys.

Modulation by sharps and flats continued.
Study of bass staff.
Three part song, with lower part written in bass clef.
Interval and scale drills.
Weaver's Individual Sight Singing Slips.
Written work from dictation—original melodies.

GRADE EIGHT, SECTION TWO

Same as Grade Eight, Section One.

MANUAL TRAINING

The general purpose of manual training in the schools is to give the pupil a broad experience in using a number of materials and tools which not only affords a variety of mental activity and discipline, but which gives a large opportunity for self-expression and progressive individual growth. It is used as a language for the pupil to express his ideas in a concrete form.

It is not the aim to teach carpentry nor cabinet-making, but to give a clear idea of the trades by using the tools of the artisan as nearly correctly as possible, and thus develop, the power of the will, the power of attention, the power of imagination, and the power to do work, which means to develop the power of self-control, and the dexterity of the hand.

In the grammar grades the kinds of exercises are chosen which will open up typical phases of work in wood. The work is so planned that each exercise supplies the training necessary to properly begin the next exercise, and so that each problem requires the best concentration of effort the pupil is able to give. A familiarity with the principles of construction is acquired, and an effort is made to develop in each pupil an ability to design, and to appreciate good design.

The "abstract exercises," such as planing a board to a certain size just to learn to plane, should be eliminated as much as possible after the boy has at least a fair conception of the tool and its uses. No boy cares for these things when done, because in no way do they enter into the life of the maker. Their end is in the scrap-box. The "abstract exercise" has its place, but when we can substitute a problem, simple though it may be, which will include the same training value, we should do so for the sake of the additional experience and the satisfaction of the maker. His interest and curiosity have been aroused, which will lead to deeper investigations.

While technical mechanical drawing is not attempted, each boy is required to make his best and neatest working drawing of each problem or project he makes.

After the working drawing has been accepted by the teacher, the pupil is taught to make out the bill of lumber required for his exercise, after which it is submitted to the teacher for correction in the presence of the pupil.

The laying out of the work, according to the working drawing, on the stock is emphasized, and in all cases the pupil is expected to do the best work possible.

Hold the boy to his most careful and best work. Quality, not quantity, should be the standard. If good and careful work is done, the speed will come.

Experience shows that all boys do not possess the same ability, and develop the same amount of skill in the same length of time; hence, it is thought best to suggest a variety of problems, from which the teacher selects according to the ability and skillfulness of the pupil. Especially in the seventh and eighth grades as outlined, no class is able to make all things suggested, but each boy should make a few things well, which should be determined by his ability and aptitude.

GRADE SIX, SECTION ONE

The boys use very few tools in this grade. The knife, try-square, and rule are the principal tools used.

The stock used is $\frac{3}{4}$ in. and $\frac{1}{4}$ in. bass-wood. The nature of the wood is taught by different ways of cutting it, as follows: with the grain, or direction with grain; cross-grain; at different angles with grain; convex; concave.

The problems will include: match-scratcher; pencil-sharpener; yarn-winder; line-winder; hexagonal mat with beveled edges; circular picture-frame.

Sandpapering.

Staining.

Special attention is given to use of try-square.

GRADE SIX, SECTION TWO

Continue work as in Grade Six, Section One.

The problems are: paper-file; calendar-back; thermometer-back; key-board; blotter-pad; envelope-holder; tie-rack.

The last two or three weeks of the term should be spent in exercises in sawing, planing, boring, chiseling, etc.

GRADE SEVEN, SECTION ONE

In this grade the uses of the saw, smoothing-plane, block-plane, chisel, square, etc., are taught.

Exercises in sawing.

Exercises in sawing and chiseling.

Exercises in smooth-planing and block-planing.

In each of the above exercises great care should be taken to square faces, edges, and ends.

The problems include: hat-rack; sleeve-board; broom-holder; coat-hanger; pen-tray; box or foot-stool, etc.

Sandpapering.

Staining finished products.

Working drawing of each article made.

Text-book: Problems in Woodworking by Murry.

GRADE SEVEN, SECTION TWO

Working drawings continued.

Exercises in Grade Seven, Section One, continued, if necessary.

Great care should be exercised in squaring faces, edges, and ends of boards to line during construction of problem or project.

Problems to choose from: glove-box or collar box, shelf, or some other design; tabouret; whisk-broom holder; foot-stool; book-shelf, with butt-joints fastened with screws; flower-table.

The teacher must determine which of the above problems are to be used, since only a few can be made in one term. The ability of the pupils and their needs will determine what they should make.

Sandpapering and staining.

The work of this section should be centered about the butt-joint, unless the ability of the pupil demands something more difficult.

Text-book: Problems in Woodworking by Murry.

GRADE EIGHT, SECTION ONE

Working drawings continued.

The work should be so arranged as to make central the butt-joint, the lap-joint, mortise-and-tenon joint, dado or grooved-joint, rebate or rabbet-joint.

Problems to choose from: flower-table, coat and trousers-hanger; bread-board; book-shelves; towel-roller; foot-stool; book-rack; hall-tree; box; tabouret; other problems, as best supply needs of class.

The teacher will determine which of above problems to use, from ability and needs of class.

Sandpapering, staining, etc.

Text-books: Problems in Woodworking, and Problems in Furniture Making.

GRADE EIGHT, SECTION TWO

Continue work of Grade Eight, Section One.

DOMESTIC SCIENCE

The work in Domestic Science deals principally with the domestic art phase of it. Effort is made to teach fancy stitches by applying them on the useful article.

In scarfa, pillow-tops, laundry-bags, etc., attention is given to the suitability of the material and design to the purpose to be served.

The work is made more comprehensive by general instruction along the line of household management and economy. The purpose is to constantly instill in the girl's mind a high ideal of the dignity of labor, and a knowledge and experience that will be of direct and practical use in her life and home. At the same time such problems should be presented as will give to the pupil habits of attention and exactness, and the power of logical thought.

In planning the course of study, we have thought best to make it somewhat general. The aim should be to teach principles, as well as skill, in the doing of specific things. Variations in models should be made whenever it is deemed advisable.

GRADE SIX, SECTION ONE

Practice to acquire the easy and natural use of the needle. Insist on the use of the thimble.

Make a booklet of samples showing the stitches that are used in

everyday life. Let the pupils decorate the cover with original design.

Apply the stitches on articles selected from the following list: sewing-bag; child's apron; plain kitchen-apron; circular pin-cushion; laundry-bag of plain linen, with original design in easy dye and outline stitch; buck-toweling laundry-bag, with original design in darning and outline stitch.

Reference Book: Haggood's School Needlework.

GRADE SIX, SECTION TWO

Same as Grade Six, Section One.

GRADE SEVEN, SECTION ONE

Darning and patching.

Make articles selected from the following list: large kitchen-apron; sewing-apron, worked in original design of shadow embroidery; pillow-top, with original design of easy dye and outline stitch; fancy buck-towel, hemstitched and having an original design in darning and outline stitch.

GRADE SEVEN, SECTION TWO

Same as Grade Seven, Section One.

GRADE EIGHT, SECTION ONE

Cut from draft and make a suit of underclothes.

Teach fine needlework by applying it upon the various useful articles made.

Have pupils cut garments from patterns drafted from measurement.

GRADE EIGHT, SECTION TWO

Same as Grade Eight, Section One.

HIGH SCHOOL

In a well arranged, psychological course of study, each step should lead up logically to the next higher. Consequently, the course as outlined for the elementary schools has been somewhat anticipatory; that is, each grade has been to some extent preparatory to the work of the higher grades. In the primary schools, the pupil was given the elementary principles of learning; and, in the grammar schools, he was trained in the application of these principles to the acquisition of knowledge and power. He is now prepared to use the power thus acquired in a more independent and general way.

The course of study for the high school, therefore, should be laid upon broader and more comprehensive lines. It should seek to lift the pupil out of the narrow ruts of particularism and place him upon the broad plane of generalization. He should be trained to original, independent, self-reliant thinking and activity. His powers should have the freest scope for growth and development, and the mental atmosphere of the high school should be pregnant with healthful, life-giving elements and principles.

The curriculum should contain such features as will enable the

pupil to discover his inclinations and aptitudes for this or that avenue of endeavor, but the work should be kept within reasonable psychological limits. While he should be allowed some latitude in the selection of options, he should not be permitted to depart so far from the fundamental essentials as to prevent the harmonious, symmetrical development of those powers vital to his well-being and happiness. He should be permitted, and encouraged, to do advanced work along those lines in which he takes the most interest and displays the largest capacity, but certain minimum requirements should be exacted in other essential lines. He may be trusted to select his majors, but the minors should be determined by those familiar with the laws of psychology.

The earlier years of the high school course are, in a measure, fixed. The electives are confined largely to the junior and senior years—especially the latter—when, with greater maturity of mind and better acquaintance with high school methods and aims, the pupil may make his choice with keener intelligence, and, consequently, with better results.

Seven complete courses of study, of four years each, are offered in the high school, viz.: English, history, mathematics, science, Latin, German, and commerce. Besides these, partial courses are offered, as follows: Drawing and art, one year; music, one year; manual training for the boys, two years; domestic science for the girls, two years.

One credit is given for a term's work in any course. Thirty-two credits are required for graduation.

The first six credits in the English course are required of all pupils; the last two credits are elective.

The first four credits in the history course are required of all pupils; the last four credits are elective.

The first five credits in the course in mathematics are required of all pupils; the last three credits are elective.

In the course in science, any four credits are required of all pupils, provided a year is devoted to each subject; the other four credits are elective.

If the course in Latin be taken, the first six credits are required; the last two credits are elective.

If the course in German be taken, the first six credits are required; the last two credits are elective.

If the course in commerce be taken, all of the eight credits are required.

All of the work in drawing and art, music, manual training, and domestic science is elective.

In choosing a course of study, the pupil should have in mind the purpose for which he is taking it. If he is preparing for college, it will necessarily be somewhat different than if he intends to make the high school his finishing school. It will also depend upon the kind of course he desires to pursue in college.

TABULATED COURSES OF STUDY

CREDITS	ENGLISH	HISTORY	MATHEMATICS	SCIENCE	LATIN	GERMAN
1	Rhetoric and Etymology Composition 1 Literature 3	History of the Orient and Greece 5	Algebra 5	Botany 5	Latin Lessons 5	German Lessons and Grammar 5
2	Rhetoric and Etymology Composition 1 Literature 3	History of Rome 5	Algebra 5	Botany 5	Latin Lessons 5	German Lessons and Grammar 5
3	Rhetoric and Etymology Composition 1 Literature 3	Medieval History 5	Plane Geometry 5	Physical Geography 5	Cesar and Grammar Prose Composition and Grammar 1	German Classics and Grammar 3 Composition and Grammar 2
4	Rhetoric and Etymology Composition 1 Literature 3	Modern History 5	Plane Geometry 5	Physical Geography 5	Cesar and Grammar Prose Composition and Grammar 1	German Classics and Grammar 3 Composition and Grammar 2
5	Rhetoric and Etymology Composition 1 Literature 3	English History 5	Algebra 5	Physics 5	Cicero and Grammar Prose Composition and Grammar 1	German Classics and Grammar 3 Composition and Grammar 2
6	Oratory and Orations 5	English History 5	Solid Geometry 5	Physics 5	Cicero and Grammar Prose Composition and Grammar 1	German Classics and Grammar 3 Composition and Grammar 2
7	History of English Literature 2 Literature 3	U. S. History Civil Government 1	Trigonometry 5	Chemistry 5	Virgil and Grammar 5	German Classics and Grammar 3 History of German Literature 2
8	History of English Literature 2 Literature 3	U. S. History Civil Government 1	Science of Arithmetic 5	Chemistry 5	Virgil and Grammar 5	German Classics and Grammar 3 History of German Literature 2

NOTE: Subjects printed in bold-faced type are required of all pupils. All other subjects are elective, subject to restrictions heretofore given.



FREE HAND PAPER-CUTTING MOCHI KAGOOSE KYAMI'S TAKSO GKAY

TABULATED COURSES OF STUDY

CREDITS	COMMERCE	DRAWING AND ART	MUSIC	MANUAL TRAINING	DOMESTIC SCIENCE
1	Commercial Geography 3 Penmanship 2	<p>Drawing and Art is offered in the High School on Tuesday and Thursday of each week. The pupil takes this work at such periods as his other studies will permit. One-fourth credit is given for each term's successful work.</p>	<p>Harmony is offered in the High School on Wednesday of each week. The pupil takes this work at such periods as his other studies will permit. Chorus work is offered on Wednesday and Friday of each week, from 8:00 to 8:30 A. M. One-half credit is given for each term's successful work.</p>	Bench Work 3 Mechanical Drawing 2	Sewing and Household Economy 5
2	Commercial Arithmetic 5			Bench Work and Wood Turning 3 Mechanical Drawing 2	Sewing and Household Economy 5
3	Bookkeeping and Business Forms 5			Wood Turning and Metal Work 3 Mechanical Drawing 2	Cooking and Household Economy 5
4	Bookkeeping and Business Forms 5			Metal Work 3 Mechanical Drawing 2	Cooking and Household Economy 5
5	Shorthand and Type-writing 5				
6	Shorthand and Type-writing 5				
7	Shorthand and Type-writing 5				
8	Business Law 3 Shorthand and Type-writing 2				

NOTE: The figures following the subjects indicate the number of recitations per week.

COURSE IN ENGLISH

The work of the English course resolves itself into four lines, viz.: rhetoric, etymology, composition, and literature. These lines of work are pursued contemporaneously, the recitations alternating from day to day. As a rule, one recitation a week is devoted to rhetoric and etymology, one to composition, and three to literature; but this assignment may vary as exigencies demand.

The purpose of the work in rhetoric is to develop in the student the ability to speak clearly and correctly, and to write with ease and effectiveness. It is not so much to give him a knowledge of the technicalities of the language and rhetorical figures, as to give him power to interpret and assimilate the thought and beauties of literature, and the ability to express his own thoughts in clear-cut, correct English, either spoken or written. The work is made practical, and closely correlated with both the study of literature and the composition work. The application of each principle is insisted upon, and constant drill in correct expression is a feature of each recitation. All of the other teachers of the high school should supplement and reinforce the efforts of the English teachers by insisting upon the use of correct English at all times in their respective departments, both in recitation and written work.

The work in etymology is intended to acquaint the pupil with the significance and use of words, not only as to their form, but their capacity for expressing different shades of meaning. Hence, they are studied not only as to their external, superficial characteristics, but in their primitive root forms, their derivations and their derivatives. Frequent drills are given upon synonyms, antonyms, and homonyms, and their distinctions in meaning impressed upon the mind of the pupil. Constant, intelligent use of the dictionary is insisted upon at all times. Great care is exercised to inculcate the habit of correct spelling, and frequent spelling tests are given upon lists of misspelled words gathered from manuscripts.

The work in composition is of a twofold character, *impromptu* and *formal*. By *impromptu* composition is meant the extemporaneous effort of the pupil without any special previous investigation or preparation for the task. This work is done during the recitation under the eye of the teacher, and is limited as to time in order to stimulate rapidity of thought and expression. Familiar themes only are submitted by the teacher, those well within the range of the pupil's experience, or suggested by his reading and study. The pupil is encouraged to make these compositions short, terse, and pertinent—quality rather than quantity being emphasized. At least one such composition a week should be written by each pupil throughout the course. These should be carefully read and criticised by the teacher, and all errors marked, when they should be handed back to the pupil for correction and re-writing. The object of the *impromptu* composition work is to cultivate

in the pupil the power of keen, rapid, spontaneous, logical thought, and to develop his originality and power of ready, accurate, clear-cut self-expression.

The formal composition is more exhaustive, and requires thoughtful and painstaking preparation, and more careful and exact expression. The subject is more fully treated in detail, the matter arranged in logical order, and careful attention is given to style of expression and treatment of theme. Biographical sketches of authors read, character sketches from their works, reviews or critiques of books read, and historical accounts of given periods of literature will furnish suitable themes for this kind of work. Formal compositions should not be required often; and the pupil should be encouraged to expend much time and painstaking effort upon them, in order that they may be models of their kind. Two or three such compositions a term should be required of each pupil. These should be criticised and rewritten, as in the case of impromptu compositions.

The aim in the literary study is to bring the pupil into close, sympathetic touch with the best thought of the world in such a way that he may readily assimilate it and work it over into his own mental fabric, and thus broaden his horizon of comprehension and life enjoyment, and consequently his sphere of social and ethical influence. The constant purpose is to cultivate a discriminating literary taste, and to develop a love for pure literature through an appreciation of its beauties.

Unabridged masterpieces of the principal American and English authors are studied thoroughly and critically. Criticisms, magazine articles, maps, pictures, outlines, and various works of reference are employed. Selections from the different works studied are memorized by the pupil, and such familiarity is attained that any given passage in a classic studied can be located. The college entrance requirements are covered during the course, besides many additional selections. Besides this careful study of the classics, other selections are assigned for general reading, upon which the pupils will report, either in class or in the form of written book reviews. The literary classics assigned for study and reading in the outline of the course that follows are not mandatory, but suggestive. The teacher is at liberty to substitute suitable similar selections by other standard authors. It will be necessary to make frequent changes in order to cover the varying college entrance requirements.

While the course is flexible as to selections studied, one general plan is followed. The cynosure of the literary study is the selection itself, both as a work of art and as a medium for an ethical ideal. All other literary study is subordinate to this, and pursued only as it contributes to the better interpretation of the work. The pupil is made acquainted with the author and his life and character, not as an end in itself, but as a means of better interpreting the message he brings. He studies the history of literature, not so much that he may have a

knowledge of it in a general way, but that he may become familiar with the spirit and ideals of the age that gave birth to the selection.

The sixth credit in the course is devoted to oratory and orations. A thorough study of oratory as an art is pursued, supplemented by a critical study of typical orations. The composition work of this term is closely correlated with this subject—the impromptu compositions being of the argumentative, or oratorical style; and the formal composition work being devoted to the preparation and writing of an original oration to be delivered at the Junior Oratorical Contest.

After the pupil has completed the course in rhetoric and composition, it is deemed advisable, by way of rounding out his work, to give him a connected course in the history of English literature. It is true that he has been constantly acquiring information along this line throughout his course, incidental to the other work; but it has consisted largely of a mass of isolated facts, and it should now be arranged in a logical sequence, so that each separate part may be viewed in its proper perspective. Consequently, in the seventh and eighth credits the history of English literature takes the place of rhetoric and composition.

FIRST CREDIT

Rhetoric: Introduction to composition; the choice of a subject; the manuscript; the paragraph as a unit; the sentence and its punctuation; spelling; letter-writing; the coherent paragraph; the emphatic paragraph.

Etymology: Careful study of the meaning, pronunciation, and spelling of all new words; spelling tests on lists of misspelled words gleaned from manuscripts; constant use of the dictionary.

Composition: Impromptu—weekly exercises based upon familiar topics and studies in literature; formal—business letter forms, biographical sketches of authors studied, character sketches from selections read.

Literature: Critical study—Irving's Sketch Book, selected poems from Holmes, Arnold's Sohrab and Rustum, Browning's Narrative Poems; general reading—Cooper's *The Last of the Mohicans*, Goldsmith's *The Vicar of Wakefield*.

SECOND CREDIT

Rhetoric: The correct sentence; the effective sentence; the exact word; the forcible word; longer compositions; narration; description; exposition; argument; the musical reading of verse.

Etymology: Definition, pronunciation, and spelling, as in first credit; analytical study of root-words, and their derivatives built up by synthetic combinations with prefixes and suffixes.

Composition: Impromptu—same as in first credit; formal—social letter forms, biographical and character sketches, as in first credit.

Literature: Critical study—Hawthorne's *Twice Told Tales*, selected poems from Holmes, Longfellow's *Voices of the Night* and *Ballads*; general reading—ten typical short stories, selected from list prepared by instructor.

THIRD CREDIT

Rhetoric: The uses of composition; the subject of a composition; selection of material; arrangement of material; choice of words; the sentence as a unit; variety and smoothness; methods of emphasis;

paragraphing; transition; oral composition; letter-writing; forms of discourse; clearness of thought; adaptation to the reader; narration; story-telling.

Etymology: Word studies, as in preceding credits; continuation of study of root-words.

Composition: Impromptu—weekly exercises, as in preceding credits, emphasizing narration and story-telling; formal—biographical and character sketches, as in preceding credits, and reviews of selections read.

Literature: Critical study—Shakespeare's *The Merchant of Venice*, George Eliot's *Silas Marner*, Coleridge's *The Ancient Mariner*; general reading—Scott's *Ivanhoe*, Scott's *Marmion*.

FOURTH CREDIT

Rhetoric: Story-telling continued; conversation; the narrative in literature; description; description and explanation; character in description; explanation; the key-sentence; arrangement of topics; transition; exposition of character; criticism; argument and explanation; persuasion; debates.

Etymology: Word studies continued, as in preceding credits; study of synonyms, antonyms, and homonyms.

Composition: Impromptu—weekly exercises, emphasizing exposition and persuasion, based on materials, setting, incident, plot, purpose, character, and method of the novel, and also upon the style and diction of selections studied and read; formal—biographical, character, and historical sketches, as in preceding credits, and reviews and criticisms of selections read continued.

Literature: Critical study—Tennyson's *Idylls of the King*, Milton's *Minor Poems*, Addison's *Sir Roger de Coverley Papers*; general reading—Irving's *Life of Goldsmith*, Shakespeare's *As You Like It*, Shakespeare's *Much Ado About Nothing*.

FIFTH CREDIT

Rhetoric: Paragraphing; unity; transition; coherence; the structure of sentences; kinds of sentences; variety; antithesis; climax; punctuation; choice of words; precision; figures of speech; conciseness; clearness; elementary principles of English prosody.

Etymology: Word studies continued, as in preceding credits.

Composition: Impromptu—weekly exercises in various forms of description for the purpose of testing the pupil's esthetic development, and critical reviews of literary selections studied in class, applying the principles of esthetic criticism; formal—literary and esthetic criticisms of selections studied and read.

Literature: Critical study—Macaulay's *Essay on Milton*, Macaulay's *Life of Johnson*; general reading—selections from Milton and Johnson, selected essays from Arnold, Lowell, and Carlyle, and research work for preparation of formal themes.

SIXTH CREDIT

Oratory: The distinguishing characteristics of the oration; argument and explanation; arguments of fact; arguments of theory or principle; arguments of policy; persuasion; the form of an argument; refutation; the brief for an argument; collection and arrangement of material; treatment of theme; style of expression.

Composition: Impromptu—exercises in argumentative or oratorical style; formal—an original oration, to be memorized and delivered at the Junior Oratorical Contest.

Literature: Critical study—Burke's Conciliation with the American Colonies, Heller's Early American Orations, Webster's Speeches; general reading—research work on theme for oration to be delivered at the Junior Oratorical Contest, selected orations.

SEVENTH CREDIT

History of English Literature: From the beginning of English literature to the age of the restoration; the significance of the various epochs and the literary movements should be dwelt upon and emphasized; class discussions and outside reading should familiarize the pupil with many authors not critically studied.

Literature: Critical study—Chaucer's The Prologue to the Canterbury Tales, Spenser's The Faerie Queene, Shakespeare's Macbeth, Milton's Paradise Lost Books I. and II.; general reading—selections from early English writers, and from authors whose works are not studied in class.

EIGHTH CREDIT

History of English Literature: From the age of the restoration to the present time; emphasize the same points mentioned in preceding credit.

Literature: Critical study—selections from Swift, Goldsmith, Burns, Wordsworth, Byron, Shelley, Keats, Arnold, Browning; general reading—Thackeray's Henry Esmond or Vanity Fair, George Eliot's Adam Bede or The Mill on the Floss, Dickens's David Copperfield, Ruskin's Sesame and Lilies.

COURSE IN HISTORY

The course in history is based fundamentally upon two principles, the one corollary to the other, viz: the individual is an epitome of the race; the race is the individual amplified. This parallelism is kept constantly before the pupil, so that by appealing to his own experiences and feelings he may more readily sympathize with and appreciate those of the race. As a proof that he does this, it need only be said that, when the subject is taught from this standpoint, he is invariably more intensely interested in the early history of the race than in its later progress. Furthermore, this appeal to his imagination enlists the child's interest, and to him the race becomes a sentient, breathing thing.

As in the individual there are three stages of life: childhood, or a period of passive dependence; adolescence or a period when individuality strives to burst its shackles and realize itself; and adulthood, or a period of freedom and independence; so in the life of the race there are three corresponding periods: childhood, or a period of passive submission to despotic rule; adolescence, or a period of unrest and desire to throw off this unnatural restraint and assert its sovereignty; and adulthood, or a period of self-rule and democratic control. The childhood of the race (ancient history) extends from the earliest times to the downfall of the Roman Empire in the West, A. D. 476; its adolescence (mediaeval history), from the downfall of the Roman Empire to the discovery of America, A. D. 1492; and its

adulthood (modern history), from the discovery of America to the end of the human race, in the remote future.

The story of the progress of the human race from the dim shadows of ignorance and superstition to the broad noonday of intelligence and civilization is presented to the pupil as a great drama, in which the various nations are the actors, who take their turns upon the stage, perform their parts, and retire to give place to others. Some play leading roles, and some minor parts; some are heroes, and some are villains; some play tragedy, and some comedy; but all come and go in quick succession in this great kaleidoscopic panorama. Throughout the play the pupil is impressed with the hand of the Divine Author, who has spread this beautiful story upon the pages of history in imperishable characters, made with the sword-point of righteousness, dipped in the blood of martyrs and heroes. The pupil is constantly reminded that the central theme of the story is the enfranchisement, the enlightenment, the civilization of the human race; and the value of the performance of any nation is commensurate with what it contributes to this end.

The curtain first rises upon the valley of the Nile, disclosing the banner of civilization in the hands of the Hamitic branch of the Caucasian race; but the scene soon shifts to the plains of Chaldea, and the other Oriental nations in quick succession. The pupil pauses at each of these only long enough to glean the germs of civilization. The banner is then transferred to the Semitic family, who enroll upon it the three great religions of the world. It is then snatched from them by the Aryan race, where it has ever since remained. The pupil is then given a glimpse of the Phoenicians, the couriers of antiquity, who carried the germs of civilization to Greece, the cradle of civilization. The scene then shifts to Europe, the arena of the great conflict between superstition and enlightenment.

When Greece, the most glorious nation of antiquity, appears upon the stage, the pupil's interest is intensely aroused. Here he, the schoolboy individual, finds his own level in his amplification, the race. Here he is face to face with the schoolroom of the race, and he is enthralled. Luckily, this scene is prolonged, and he has ample opportunity to study it minutely. He notes how admirably conducive the geographical environment and exclusive disposition of the people are to the development of an ideal civilization. He watches this civilization grow until it becomes a veritable work of art, the most beautiful the world has ever seen.

But he also observes that, owing to their selfish exclusiveness, the beneficent influences of this beautiful civilization reach none but the Greeks themselves; and he is appalled that this characteristic, so necessary to its preservation from contamination, is now an insuperable barrier to its dissemination. Now he sees the Divine Author rearing up a martial nation, full of the love of conquest, that they may throw

down this wall of selfishness and exclusiveness, and scatter the Hellenic civilization to the four quarters of the globe. While he deplors the sad fate of such a noble race, yet he recognizes the inevitable justice of their downfall. He then witnesses the anomaly of a nation conquered conquering its conquerors, and the children of Mars are Hellenized. But, like the Greeks, the Romans possess characteristics which, though vital to a war-like people, tend to corrupt and unfit them to advance the standard of civilization; and it is wrested from them by the Teutons, an ignorant, though susceptible and pure-hearted people, full of love for justice, home, and humanity, and veneration for women and virtue.

Then appears the adolescent period of the race, that chilliad of conflict and bloodshed, when the tragic element of humanity is asserting itself in unwonted ferocity, apparently insatiate for the uprooting and demolition of every existing institution. The pupil is appalled at this awful carnage, and trembles for the safety and perpetuation of those cherished ideals, whose genesis he has watched with such sympathetic interest. But he is intensely interested and fascinated with the spectacle, nevertheless, for he is now passing through the parallel period of his individual career, and he can appreciate the feelings and motives that actuate the race. This is essentially a period of origins—the beginnings of peoples, languages, and institutions. When the race finally emerges from the travail of the Dark Ages, and begins the task of building new institutions upon the ruins of the old, the pupil is pleased to note that his beloved ideals have survived the ordeal; and they now become the fundamentals of the new civilization, all the more resplendent because of their divorcement from the hampering traditions of superstition.

When the race enters upon its adult career, it becomes more difficult to enlist and hold the interest of the pupil, because the subject no longer has that strong hold upon his sympathies through his emotional nature, but must reach him largely through his intellect. If all pupils passed the high school to enter college, and the two courses of study were closely articulated, it would be well to end the high school course in history here, and let the pupil pursue the modern history period in his maturer years in college. Unfortunately, however, to the vast majority the high school is the finishing school; and so we should at least raise the curtain long enough to give the pupil a glimpse of this epoch, in order that his interest and curiosity may be aroused sufficiently to entice him to enter its broad domain in later life.

In the modern period, two great lines of thought are developed, viz: the reformation of the church, and its divorcement from the state; and the revolution of the government, and its establishment upon democratic principles. The former is epitomized in the work of Martin Luther and his coadjutors; and the latter in the French Revolution, and its culmination in the establishment of the American Republic.

When history is presented to the pupil from this standpoint, it arouses his interest to the highest pitch, and enlists his sympathetic and co-operative effort. The great good thus accomplished more than overbalances any possible criticism of the method that may arise because of any apparent philosophical or scientific inaccuracies.

The purpose of the year's work in English history, as well as all that has gone before it, is to give the pupil a general view of the world's history, and especially of the mother country, as a proper setting for the special history of the United States; so that, when he makes a more intensive study of the history of his own country, he may see it in its true perspective.

The purpose of the year's work in United States history is two-fold, viz: first, to develop the pupil's power of intensive study of history; secondly, to give him some knowledge, or at least a working basis for obtaining the knowledge, of the affairs of his own country. In the study of United States history, the subject is viewed from two standpoints, viz: a transverse view, or chronological study of the whole subject; a horizontal view, or intensive study of special questions of vital importance.

The work in civil government is paralleled with that of United States history because they can be so closely correlated as to be mutually helpful. The purpose is to acquaint the pupil with the nature and operation of his government, and to develop in him the characteristics essential to good citizenship. Special emphasis should be placed upon the latter.

Throughout the course in history, and especially in the last two years, the pupil is encouraged to do much supplementary reading and study in other histories and larger works of reference, and he is taught how to systematize his efforts in this direction by means of outlines, digests, and carefully arranged notes.

While historical information is an important and desirable modicum of human understanding, the study should not be pursued with this end only in view. As a disciplinary study it is vastly important, especially in the development of the critical faculties. By this statement it is not intended to decry the importance of a knowledge of the facts of history—the facts must be known as a working basis for the development of the fundamental principles of the subject. The pupil is constantly trained to discriminate between the essentials and non-essentials of the subject, and to weigh and determine the relative value of the various facts studied. The subject is essentially one in the domain of logic dealing with concrete facts. The problem for the teacher is to discover the rational method by which the facts of history may be used as raw material for classification in accordance with the laws of thought.

The importance of sources of historical information is emphasized at all times, and more especially in the intensive study of United States

history. True, not many of these are accessible at first hand to the average high school class, but such as are are carefully studied. Others can be indicated, if not seen, and their importance estimated. Geographical environment and ethnological characteristics are carefully noted in the study of every nation. The historical map is a valuable fixative of the organized facts of history, and should be used constantly in the development of the subject. The mythology of a people should be carefully studied because of its influence upon their manners, customs, and religions.

FIRST CREDIT

The Oriental Nations: Egypt, Chaldea, Assyria, Babylonia, Media and Persians, Phoenicians, Hebrews, India, China. In the study of each of these nations, special consideration should be given to racial characteristics, religion, arts, and general culture. Determine, if possible, what characteristics of each survive in our modern civilization.

Greece: Origin, and colonial expansion; Athens and Sparta, and their influence upon the history of the country; transition from tyranny to democracy; the growth of national unity; philosophy and religion; the wars with Persia and Carthage, and their influence upon the country; harmonization of the Greek states; sculpture and poetry; the conflict between oligarchy and democracy; architecture and literature; the Peloponnesian war, and its results; the supremacy of Sparta; the progress of culture; Alexander, and the spread of Grecian civilization. The central thought in the study of Greece should be the development of an ideal civilization, and its influence upon modern civilization.

SECOND CREDIT

The Republic: Origin; the prehistoric age; the people and the country; supremacy of Rome; enfranchisement of the plebeians; expansion of the Roman power; the growth of plutocracy.

The Revolutionary Period: From plutocracy to militarism; the military power in conflict with the republic; founding of the imperial government; the diarchy.

The Monarchy: From the diarchy to the monarchy; the limited monarchy; the growth of absolute monarchy; the invasions of the barbarians, and the fall of the empire in the west; the new German states, and the empire of Charlemagne; the private and social life of the Romans; architecture, literature, and philosophy; law and government.

Two things should be emphasized in the study of Rome: the propagation of the Grecian civilization; and the development of a code of laws and form of government.

THIRD CREDIT

The Dark Ages: Migrations of the Teutonic tribes; fusion of Latins and Teutons; the Franks, and the Mohammedan invasion; England and the Norsemen; political history of France; Germany, and its relation to Italy.

The Age of Revival: Feudalism and chivalry; the growth of the papacy; the struggle between the papacy and the empire; monasticism; Mohammedanism, and the crusades; the growth of cities; France and England; Germany, and the smaller states of Europe; the revival of learning; religious and intellectual tendencies of the renaissance; the growth of nations, and the formation of literatures.

FOURTH CREDIT

The Protestant Reformation: Martin Luther, and the beginning of the reformation; ascendancy of Spain; the English reformation; the revolt of the Netherlands; the Huguenots in France; the Thirty Years' War, and the peace of Westphalia.

The Political Revolution: The Puritan revolution, and the establishment of a constitutional monarchy in England; the ascendancy of France; the rise of Russia; the rise of Prussia; the French revolution; the Holy Alliance; liberation and unification of Italy; German freedom and unification; the ascendancy of England; the general situation at the close of the nineteenth century.

Special emphasis should be placed upon the French revolution, and its far-reaching influence upon the political affairs of Europe and the world at large.

FIFTH CREDIT

Britain and Early England: Early history; the English conquest and settlement; the invasion of the Danes.

The Norman-English Nation; the Norman conquest; the fusion of the new nation; the upbuilding of English law.

The Decline of Feudalism: The rise of the English Commons; foreign wars; mediaeval life in England; parliamentary kings.

Renaissance and Reformation: Factious king-making, civil war, and political decline; arbitrary monarchy, and the founding of the national church; Protestant reformation, and the Catholic reaction; the Elizabethan age.

SIXTH CREDIT

The Century of Revolution: Waning reverence for royalty; the quarrel between the king and the people; the overthrow of the monarchy; the commonwealth and protectorate; restoration and revolution.

The Period of Aristocratic Government: The settlement of a constitutional monarchy; the establishment of a ministerial government; expansion of the empire; backward steps, and loss of empire; conflict with the French revolution; conflict with Napoleon.

The Democratic Era: The ending of the rule of the landlords; growth of democracy.

SEVENTH CREDIT

Colonial Period: Geographical features of America; ethnological characteristics of the colonists; discovery and exploration; colonization; colonial history; inter-colonial union. A comparative study should be made of the two fundamental colonial elements—the puritan, as typified by the Plymouth colony; and the cavalier, as typified by the Jamestown colony. Special stress should be placed upon the controversy between the colonies and the mother country, and the growth of public sentiment toward democracy.

The Revolutionary Period: Independence; the confederation; development of the constitution. A careful study should be made of the conflict between state sovereignty and federal supremacy, the jealous antagonism of the several states, and the resultant compromises.

Civil Government: Taxation and government; the township; the county; township and county; the city.

EIGHTH CREDIT

National Emancipation: Federalist supremacy; Jeffersonian republicans; the war of 1812; growth of a national spirit. Two movements

should be carefully traced here—the continued conflict between the federalist and the democratic elements; and the transition of the United States from European political influence to the moral emancipation of the nation.

National Growth and Prosperity: National democracy; slavery in the territories; secession; the civil war; national development; the Spanish-American war and expansion. The following questions should be studied intensively: political parties, state rights and federal supremacy, slavery, the tariff, the national banking system, currency, civil service reform, material progress, territorial growth, and national expansion.

Civil Government: The state; written constitutions; the federal union; the constitution of the United States.

COURSE IN MATHEMATICS

The work in mathematics is intended to be both scientific and philosophical. Each step in the work is developed inductively on scientific principles, and then viewed philosophically in order that the pupil may have a clear understanding of its relation to other steps and to the whole scheme. The relation of the elementary work to the advanced is especially emphasized; so that, as the pupil progresses, he may constantly make requisition upon his present stock of information to aid him in the acquisition of the new. The new application of an old principle is presented to the pupil as such, and not as a new principle having no relation to the old. The sequence of subjects is so arranged that the investigation of one will lead up logically to that of another, and the new is studied in the light of the old. The pupil is never permitted to close the door upon an old field of study when he crosses the threshold to enter upon a new one.

The constant aim is so to develop the pupil's powers that he may be original in thought, and independent in performing the different processes in a rational manner. The technique and terminology of the subject receive careful attention, so that the pupil will form habits of accurate discrimination and careful expression. He is given sufficient drill in the various processes that he may not only be accurate, but ready and rapid in thought and action. Much supplementary work of an original character is given to the pupil, especially in the advanced stages of the subject, and he is required to work this out on the heuristic plan.

Incidental to the other work, through talks and lectures by the teacher and supplementary reading by himself, the pupil is given some general knowledge of the history of the development of the science of mathematics. This is done, not only as a means of increasing his interest and respect for the subject, but that he may be fortified against the useless waste of time and energy in attempting to investigate fields of thought already demonstrated to be sterile.

The study of mathematics has an ethical, as well as a psychological value. As a disciplinary study it possesses great value, especially in

developing the reasoning and critical faculties in quick, accurate, discriminating apperception. It is pre-eminently a study in the domain of dialectics, the logic of quantity and magnitude. In its nature it is both pure and mixed. In its development as a science, the pupil is led to view it in its pure or abstract nature; and its economic value is emphasized when he contemplates it in its mixed character, in its application to matter in the realm of nature, or in the everyday affairs of life. As an ethical factor, it has to do with the cultivation of the faculties of exactness and truthfulness. Mathematics may be said to abhor a falsehood as nature abhors a vacuum. The message of mathematics to mankind is the irrevocableness of Divine Law.

In the study of algebra the pupil is led out of the paths of arithmetic into the broad fields of algebraic generalization. The transition is not made too abruptly. At first the work is closely articulated with that of arithmetic, the pupil dealing only with numero-literal quantities and numeral equations. The close relation of the fundamental principles and elementary operations to those of arithmetic are carefully pointed out. His progress at first is very slow, that he may thoroughly master all principles and clearly understand their application. He is led by natural and properly graduated exercises to a thorough comprehension of each principle as it appears; and he is then given abundant practice in applying it in carefully selected supplementary exercises, that it may become firmly fixed in mind, and be ever ready for application to new operations. In the advanced stages of the subject, he is trained to rely more and more upon his own powers; and he is required to perform much original supplementary work.

Plane geometry is taken up during the second year of the course, before the pupil has finished algebra. This is followed by a half-year of advanced algebra, and this by a half-year of solid geometry. This plan of interlaying algebra and geometry has several advantages. It defers the advanced and difficult work of algebra until the pupil's mind is more mature and better able to grasp the subject. It introduces him earlier to the elementary principles of geometry, and gives more time for them to be assimilated, and to grow into his mental make-up. The two subjects mutually reinforce and supplement each other, and the diversity enlists the pupil's interest.

In beginning geometry, as in algebra, the progress at first is slow, and the pupil is thoroughly grounded in the fundamentals of the science. Great care is exercised to initiate him into the spirit of geometrical reasoning, and to guard against the exercises becoming to him a mechanical repetition of meaningless words. Each method of reasoning is carefully developed, and the pupil is given numerous original exercises in applying it until he can readily do so for himself. The constant aim at all times is to train the pupil to rely upon himself. Great care is early and continuously exercised to train him to be exact in construction of figures, accurate in statement, and logical in argument. Con-

siderable impromptu work is called for in dealing with easier exercises, that the pupil may become ready in application of principles. Much supplementary work is required, not only for purposes of review, but to train the pupil's powers of original thought and reasoning. These exercises are not only corollary to the proposition in hand, but frequently call up propositions long since demonstrated. Sometimes they anticipate a subsequent proposition, preparing the way for its introduction, and thus serve a propaedeutic purpose. The pupil's powers of self-reliance are constantly stimulated by the frequent interpolation of the question, "Why?" Constant written work is required throughout, thus training the hand, as well as the eye, in logical analysis.

There is no attempt to introduce the fads of the so-called "new geometry." We recognize that the great body of elementary geometry is quite as Euclid left it; and our aim is to invest ancient geometry with something of the spirit of modern mathematics. Solid geometry involves less demonstration than plane geometry, but is made practical by the required use of algebra, the construction of the regular solids, and the application of the principles of the subject to a large number of problems. It greatly extends the principles of plane geometry, and explains their application to space of three dimensions. Geometry is very valuable as a disciplinary study, especially in training the pupil to draw correct conclusions from given conditions. It is more valuable than any of the other secondary school studies in exercising the pupil's powers of close, connected, accurate, logical thinking.

In the study of trigonometry the same general directions may be followed as are laid down for the subject of geometry, as the former study is only a special phase of the latter, dealing particularly with the triangle. In plane trigonometry, special stress should be laid upon the definitions of trigonometric functions of angles of any magnitude as ratios. Thorough drills should be given upon fundamental relations. In spherical trigonometry the work is confined largely to the solution of triangles. Problems may be selected from the text-book, or from field-work. Attention should be given to the development of formulas, and the reduction of trigonometrical identities. Much attention should be given to the practical solution of triangles.

We believe it to be an excellent plan, after the pupil has completed the high school course in algebra and geometry, to return to the subject of arithmetic, and give it a thorough study in the light of these kindred branches. This is all the more imperative if the high school is to be the pupil's finishing school. The subject of arithmetic is built up in a scientific manner from its fundamental principles, and the aim is to make each step lead up inductively and logically to the next, until the pupil grasps the science as a connected whole. It is viewed from the standpoint of pure mathematics, rather than that of applied mathematics, although some attention is given to its more important applications. It is essentially a study in the science of number; and,

as such, number is scientifically developed in the light of philosophy. The fundamental principles and operations are thoroughly developed, and their applications to the various processes of arithmetic carefully studied. The relation of arithmetic to the higher branches of mathematics is constantly emphasized.

FIRST CREDIT

Fundamental Processes: Definitions and notation; positive and negative quantities; addition and subtraction of algebraic expressions; parenthesis; multiplication and division of algebraic quantities; simple equations. These fundamental principles and processes should be thoroughly mastered.

Factoring: This subject is one of the most fundamental and important, and at the same time one of the most difficult, that the student of algebra encounters, and it demands a very careful and thorough presentation. The pupil should be drilled in the subject until all of the more important forms of composite expression are familiar to him, and the various processes of resolving them into factors are thoroughly at his command.

SECOND CREDIT

Common Factors and Common Multiples: The factoring and division methods should both be employed, special stress being placed upon the former.

Fractions: Reduction of fractions; addition, subtraction, multiplication, and division of fractions; complex fractions.

Simple Equations: The pupil should be thoroughly drilled in the fundamental processes in the solution of equations, and carefully trained in applying them to the solution of practical problems.

Simultaneous Equations: Equations of two unknown quantities; equations of three or more unknown quantities. The equation here assumes a more complex form. The pupil should be carefully drilled in the processes of elimination of unknown quantities, and given much practice in applying them to the solution of practical problems.

THIRD CREDIT

Book I: Rectilinear figures; careful study of definitions, axioms, postulates, and propositions, together with all of the original exercises. During this term the pupil should be led to grasp the spirit of geometry, and become acquainted with the working materials and purposes of the subject; and he should be well drilled in geometrical methods of reasoning and demonstration. Care should be exercised to proceed very slowly and thoroughly, and a constant effort should be exerted to arouse and hold the pupil's interest. This is the most critical period in the pupil's course in geometry, and his subsequent progress will depend largely upon the thoroughness with which this term's work is done.

FOURTH CREDIT

Books II.—V.: Equality of polygons; circles; ratio and proportion; mensuration of plane figures, regular polygons, and the circle. All of the fundamental principles of plane geometry should be thoroughly mastered, and the pupil should be fully initiated into the spirit of geometrical reasoning. A thorough and scientific training should be given in methods of attacking a proposition, especially the methods of analysis, intersection of loci, and the *reductio ad absurdum*. Much supplementary work should be done, to train the pupil in originality of thought

and reasoning, and readiness and aptness in application of principles and propositions.

FIFTH CREDIT

Inequalities; involution and evolution; theory of exponents; surds; quadratic equations; theory of quadratic equations; simultaneous quadratic equations; variables and limits; indeterminate equations; ratio and proportion; variation; progressions; the binomial theorem; logarithms. The principles underlying the various processes should be very carefully developed and mastered. In quadratics, the pupil should be trained in the formation of quadratic equations from given roots, as well as in the solution of equations already formed.

SIXTH CREDIT

Books VI.—VIII.: Lines and planes in space; polyhedra; cylinder, cone, sphere, similar solids. Care should be exercised in the choice of original exercises, and typical ones outside of the text should be introduced.

SEVENTH CREDIT

Plane Trigonometry: Trigonometric functions of acute angles; trigonometric functions of angles in general; general formula; miscellaneous theorems; logarithms; solution of right triangles; general properties of triangles; solution of oblique triangles.

Spherical Trigonometry: Geometrical principles; right spherical triangles; oblique spherical triangles; applications.

EIGHTH CREDIT

Notation and the fundamental operations; factors and multiples; common fractions; powers and roots; the formal solution of problems; measures; mensuration; longitude and time; ratio and proportion; series; graphic arithmetic; business arithmetic.

COURSE IN SCIENCE

The course in science includes a year each of botany, physical geography, physics, and chemistry, in the order named. A word of explanation in regard to this sequence may not be amiss. It would probably be more philosophical to begin with the fundamental science of physics; but, since the high school course of study is constructed upon a psychological, rather than philosophical basis, we place botany first. Physics is too difficult for the average beginner in high school, and it involves principles of algebra and geometry that he should understand before attempting the study. Consequently, physics is placed in the junior or senior year of the course, when the pupil has a better intellectual grasp of the subject, and has mastered the fundamental principles of algebra and geometry. On the other hand, botany is much easier for the pupil, and he can do the work almost, if not quite, as well in the first year as in later years. His perceptive faculties are active, although in need of discipline, and he likes to dissect and to draw illustrations. Then again, this early training in close, careful, minute observation, and painstaking, detailed, accurate representation and description will be invaluable to him in his subsequent work in all departments.

For this reason, if for no other, the subject should come early in the course.

The purpose of the course in science is to train the pupil in correct scientific methods of research and study, and to give him a general knowledge of the phenomena of nature. He is carefully trained in the proper use of dissecting instruments, lenses, compound microscopes, physical and chemical apparatus, pencil, note-book, and text and reference books. He is shown how to draw correct inferences and conclusions from the phenomena observed, and to properly record, illustrate, and express the knowledge thus obtained. The constant aim is to bring the pupil into close, sympathetic touch with nature. He is led to regard text and reference books as guides and helps in his investigations, and not as sources of scientific knowledge. The ultimate appeal is to nature, and books are valued only so far as they correctly relate and corroborate nature's story.

As a rule, two double periods of ninety minutes each are devoted each week to laboratory work, and three single periods of forty-five minutes each are given to recitations. This may vary as exigencies demand. In the laboratory work, accurate notes of the phenomena observed are taken, carefully arranged, and entered in the permanent note-book. Care is exercised to make these as scientifically accurate as possible.

The work in botany naturally begins with the study of the seed, not only because it is easily obtained, readily studied, and its meaning clear, but because it is also a convenient and logical starting-point for a study of the life history of the plant. After a few lessons to enable the pupil to understand how the plant enters upon an independent existence, typical roots, stems, leaves, and flowers are considered, both as to their structure and as to their usefulness to the plant in its life activity. Then follows the study of the modification of these organs, especially in plants which store away nourishment, which protect themselves from grazing animals, which climb above their neighbors for light and air; of plants which are robbers or huntsmen, taking their food from other plants, or by capturing animals; and finally, a glance at the different ways in which plants propagate their kind. The structure and arrangement of the various organs and tissues are studied with the purpose of ascertaining their physiological activity in performing their several functions in the economy of plant life.

Careful drawings, descriptions, and experiments are required in the study of each type, special pains being taken to make them scientifically accurate. Much original investigation is encouraged, and the pupil is carefully trained to draw correct inferences and to form logical conclusions from the phenomena observed, and to faithfully and accurately illustrate and record these in his note-book. A comprehensive consideration of the entire plant kingdom through the intensive and exhaustive study of family types is more valuable to the pupil than an

Incomprehensible study of plant classification. Fresh, living organisms are studied in preference to meaningless scientific names; and the pupil is led to understand and feel that a plant is a living, working, struggling being, with a single object in life—to reproduce its kind. The course, therefore, is not limited to a study of the phanerogams, but includes types of cryptogams. By this course it is believed that the pupil will form habits of careful, accurate observation, together with the faculty of drawing correct inferences and logical conclusions from his observations; and that his mind will be stimulated to interest itself in the phenomena of nature for its own further development and profit.

Physical geography—or physiography, as it is sometimes called—is the study of man's environment. It deals with the solid part of the earth, the lithosphere; the liquid part of the earth, the hydrosphere; and the gaseous part of the earth, the atmosphere. The various forms of land and water are traced through their cycles of development, with a study of the forces acting upon them. The land, the water, and all animal and plant life are affected by the atmosphere, while the water is related in many ways to the land and to the life of the globe. As to the lithosphere, physiography has to do with its surface only, a surface which has not always had its present form. It has been shaped and reshaped by winds, rivers, waves, and ice. Volcanic forces, too, have had their part in building it up and tearing it down; and over and over again the outer part of the earth has been warped and wrinkled. It is this ever-changing surface which concerns man and life generally; and physiography has to do chiefly with the surface of the lithosphere, and with the relation of air and water to it. Physiography is also related to geography; for, while geography is concerned with the distribution of life and human industries, rather than with the physical relations of earth, air, and water, this distribution depends largely upon soil, climate, and natural resources. It not only deals with the physical side of geography, but it also sets forth much of the latest and freshest chapter of geology, the history of the present surface. These phenomena are carefully presented to the pupil, and he is led to see the intimate connection between earth forms and processes and man. The work of the class room should be directed toward training the pupil to translate these facts into terms of reality; or, to put it in another way, into terms of outdoors. Consequently, much field work should be done in the study of the subject, in order that the pupil may come into possession of much of the knowledge at first hand.

The object of the course in physics is to give the pupil a thorough knowledge of the simpler experimental facts of physics, and to familiarize him with some of the more important phenomena and elementary laws of nature. It seeks to bring the pupil into personal contact with the reality itself, training him in original methods of scientific investigation and observation, cultivating his powers of reasoning for himself, teaching him to be self-reliant; and emphasizing the importance of his testing the

accuracy of his observations and inferences by experimentation, and by comparing his work with that of others.

While the work is largely inductive in plan, yet it is not so rigidly inductive that the pupil is required to perform the experiment and make the proper inference without any preconceived idea of what he may expect. The experiment is performed, and then comes the formulation of the law involved; but, in performing the experiment, the pupil is guided by skillful directions and questions. He is required to think for himself, however; and, when he gives the statement of a principle, he is fortified with the knowledge of actual experience behind the statement. While he is encouraged to read and study extensively, not only the adopted text but supplementary works, yet he is constantly trained to make his ultimate appeal to nature itself, as manifested in the experiment; and he is taught to value the information gleaned from other sources only so far as it corroborates nature's message, as delivered through the medium of the experiment. No other study in the high school course gives greater breadth of mind development than physics; and, when acquired by skillful and properly directed experimentation, it affords the pupil an inexhaustible fund of living knowledge, upon which he may make limitless drafts in its application to the everyday affairs of life.

All typical experiments are recorded in full in the laboratory notebook; and the pupil is required to be accurate in detail and illustration, logical in thought and reasoning, explicit in statement, and concise and correct in language. These records are entered under appropriate headings, and as a rule consist of five steps, viz.: statement of the problem, enumeration of the apparatus used in the experiment, explanation of its manipulation, description of the phenomena observed, and explanation of the philosophy or the laws of nature involved. A careful and accurately drawn illustration of the apparatus used accompanies the description. The purpose of this drawing is two-fold, viz.: to train the pupil in accurate scientific illustration, and to cultivate his powers of close, accurate, detailed observation.

The study of chemistry awakens and cultivates a spirit of investigation. It encourages the student to ask Nature questions, and it is unexcelled by any other branch of learning in the clearness and conclusiveness of the answers received. It insists upon the strictest habits of observation, and leads to the concentration of thought and energy. It educates the senses, and trains the hand to delicate manipulation. It exercises the faculty of reason and the power of judging. Finally, it affords useful information peculiarly its own, and thus forms an important part of a good general education.

In the early part of the course, the work is confined largely to the study of a few typical elements—oxygen, hydrogen, nitrogen, carbon, chlorine, etc., chiefly in the laboratory. In the recitation, the great laws and hypotheses are studied, and their importance made clear. Later

in the course, the principal metals and acid-forming elements and their family relationships are taken up and studied. In the last few weeks of the course, some work in qualitative analysis is attempted, merely to give the pupil some idea of the application of the principles which have been studied throughout the course. Throughout the work, constant recurrence is made to the fundamental sciences, and an effort made to clear up many points in which chemistry plays a leading part. For example, new light is thrown upon the manufacture of starch by plants; upon chemical causes for the decay of rocks; and upon the chemistry of battery action in the work in physics. The chemistry of the life about the pupil is touched upon in an elementary way, and he is led to see what an important force in the civilization of the world the science of chemistry has been and is.

The pupil should be carefully trained in the forming and writing of chemical equations, which constitute the *multum in parvo* of chemical knowledge. As soon as the pupil has become imbued with the spirit and meaning of chemical equations, he need have little fear of falling to understand the rest. In the early stages of the work, the equations may with advantage be memorized, but this can soon be discontinued. Whenever symbols are employed, pupils should be required to give the corresponding chemical names. The classification of chemical substances into acids, bases, and salts, and the distinctions and analogies between each of these classes, should be brought into special prominence. The general relationship between the three classes, and the general principles prevailing in the preparation of each, must be fully understood before aught but the merest smattering of chemical science can be known.

FIRST CREDIT

General relations of plants; plant associations; plants as living things; the plant body; plant organs; plant functions; life relations; foliage leaves—the light relations; foliage leaves—functions, structure, and protection; shoots; roots; reproductive organs; flowers and insects; an individual plant in all of its relations; the struggle for existence; the nutrition of plants; plant associations—ecological factors; hydrophyte associations; xerophyte associations; mesophyte associations.

SECOND CREDIT

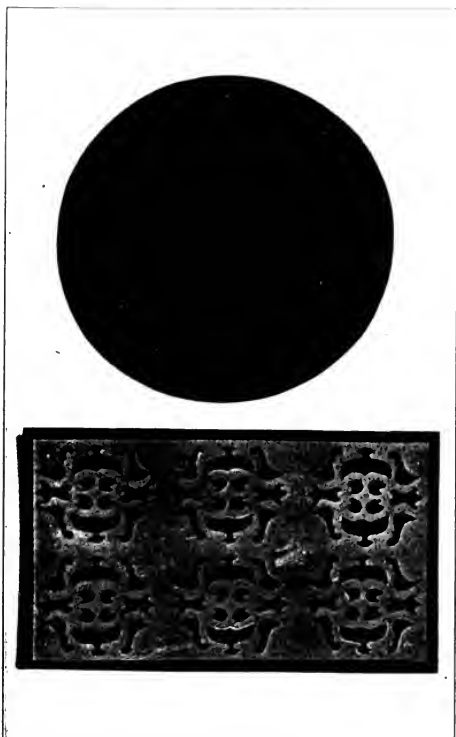
The plant groups; thallophytes—algae; the great groups of algae; thallophytes—fungi; bryophytes—moss plants; the great groups of bryophytes; pteridophytes—fern plants; the great groups of pteridophytes; spermatophytes—gymnosperms; spermatophytes—angiosperms; monocotyledons and dicotyledons.

THIRD CREDIT

The Earth as a Globe: The relation of man to the earth; the relation of the earth to other bodies; the shape and size of the earth.

The Atmosphere: The relation of man to climate; the atmosphere and its influence.

The Ocean: The exploration of the ocean; the physical features of the ocean.



SEE SCHLING - THIRD GRADE

The Lands: The changes of the lands; physical features of the lands.

Plains and Plateaus: The geographical control of population; coastal plains.

FOURTH CREDIT

Mountains: The inspiration of mountain scenery; the life history of mountains.

Volcanoes: The violent processes of nature; the growth and dissection of volcanoes.

Rivers and Valleys: The lifelike behavior of rivers; the movement of water underground; rivers and valleys.

The Waste of the Land: Comparison of waste streams and water streams; the forms assumed by the waste of the land on the way to the sea; the forms assumed by stream-swept waste.

Climatic Control of Land Forms: The several classes of climatic controls; effect of dry climate on streams and rivers; interior drainage basins; the effect of the wind on land forms; plants and animals of arid regions; ice sheets and glaciers of the present; the work of ancient glaciers and ice sheets.

Shore Lines: The border of the lands; the development of shore lines.

FIFTH CREDIT

Properties of Matter: Extension; mass and weight; impenetrability; porosity; inertia; elasticity; plasticity; cohesion; crystallization; tenacity; malleability; ductility; hardness; states of matter.

Mechanics of Solids: Motion and velocity; Newton's laws of motion; gravitation; laws of falling bodies; curvilinear motion; work and energy; machines.

Mechanics of Fluids: Molecular phenomena in liquids; pressure of fluids; density and specific gravity; pressure of the atmosphere; instruments depending on pressure of air.

Sound: Wave motion; sound and its transmission; velocity of sound; reflection and refraction of sound; forced and sympathetic vibrations; intensity and loudness; interference and beats; pitch; vibrations of strings; overtones and harmonic partials; vibration of air in pipes; quality of sound; harmony and discord; vibrating rods, plates, and bells; graphic and optical methods.

SIXTH CREDIT

Light: Nature and propagation of light; photometry; reflection of light; refraction of light; lenses; dispersion; color; interference and diffraction; optical instruments.

Heat: Heat and temperature; the thermometer; expansion; measurement of heat; change of state; transmission of heat; heat and work.

Magnetism and Electricity: Magnets and magnetic action; nature of magnetism; the magnetic field; terrestrial magnetism; electrification; electrostatic induction; electrical distribution; electric potential and capacity; electrical machines; atmospheric electricity; electric currents; electrical quantities; electro-magnetic induction; dynamo-electric machines; the electric light; the electric telegraph; wireless telegraphy; the telephone and the microphone.

SEVENTH CREDIT

Chemical action, elements, compounds, how to study chemistry; a study of the element oxygen; hydrogen; combination of hydrogen and oxygen—water; laws of chemical combination, combining weights,

atomic weights, chemical equations; study of the reactions employed in the preparation of oxygen and hydrogen, and in the study of water; chlorine and its compounds with hydrogen and oxygen; acids, bases, neutralization, salts; nitrogen, air; compounds of nitrogen with hydrogen and oxygen; carbon; some of the simpler compounds of carbon.

EIGHTH CREDIT

Avogadro's hypothesis, molecular weights, molecular formulas, valence; classification of the elements, periodic law; the chlorine group—chlorine, bromine, iodine, fluorine; the sulphur group—sulphur, selenium, tellurium; the nitrogen group—nitrogen, phosphorus, arsenic, antimony, bismuth; the carbon group—carbon and silicon, titanium, zirconium, cerium, thorium; base-forming elements, general considerations; the potassium group—lithium, sodium, potassium, caesium, rubidium; the calcium group—calcium, barium, strontium, glucinum; the magnesium group—magnesium, zinc, cadmium; the copper group—copper, mercury, silver; the aluminium group—aluminium, gallium, indium, thallium, scandium, yttrium, lanthanum, ytterbium; the lead group—lead, tin, germanium; the iron group—iron, cobalt, nickel; manganese, chromium, uranium; palladium, platinum, gold; osmotic pressure, equilibrium, law of mass action; some familiar compounds of carbon; other compounds of carbon; qualitative analysis.

COURSE IN LATIN

The purpose of the course in Latin is threefold. First, it is an important factor in the psychological development of the individual, especially in training the memory and perceptive faculties. In this respect, it is one of the most valuable studies in the curriculum of the secondary school. No faculty of the average high school pupil has been more abused than memory, and none stands more in need of immediate systematic treatment. Proper study of the languages, and especially of the Latin language, is the best means to this end. It is unfortunate for the child that existing customs forbid his pursuing this important study several years earlier in his school life, when his language faculty is more active. Secondly, associative study of a kindred language so fundamental to the English, will give the pupil a broader, firmer, and more appreciative grasp of his mother tongue. Thirdly, it will, in a measure, give him the ability to read and appreciate, without translating, the works of Latin writers and speakers; and, consequently, the general culture to be derived from the study of the literature of one of the greatest nations of antiquity.

During the first year of the course, the pupil should be made thoroughly familiar with the forms of the inflected parts of speech, and frequent and constant drills should be given in a systematic manner upon the paradigms until they are firmly fixed in his mind. In subsequent years frequent reviews should be given upon these, so that they may not fade from his mind. The English meanings should always be given in connection with the Latin forms. The idiomatic forms of the language should also be thoroughly mastered; and, as a means of fixing these forms and acquiring a feeling for the idioms of the language, the

pupil should constantly write idiomatic Latin. The idioms of the Latin and English should be constantly compared, and much attention given to derivation.

From the very beginning, and at all times throughout the course, constant attention should be given to vocabulary building. The pupil should be carefully trained in correct methods of mastering the meaning and form of words, and he should be impressed early in the course with the importance of fixing these indelibly in the mind. If this be done, much unnecessary waste of time and energy, and consequent loss of interest and power, will be avoided later in the course. Train the pupil to thoroughly master and retain each new word as it appears, and the habit thus formed will constantly grow in strength. An excellent device in accomplishing this is to have him give English derivatives from the word. Then, when it again appears, its form will suggest these, and they in turn its meaning. Frequent supplementary exercises involving words already studied should be given, so as to keep them fresh in the pupil's mind. These exercises may be formulated by the teacher, or gleaned from other sources. Connected discourse should be read as early as possible. It is an excellent plan for the teacher to compose simple little stories or narratives upon familiar and interesting topics, involving only words, idioms, and constructions already known, and give them to the pupils for translation. It will not only aid in firmly fixing the words and forms in mind, but it will also serve to arouse and hold his interest in the work.

Throughout the course, with the exception of the year in Virgil, the pupil is required not only to translate Latin into English, but English into Latin, similar to that of the text being read. These two lines of work are parallel, the recitations alternating, and the one is intended to supplement the other. New constructions and idioms should first be studied in the Latin, and then more firmly fixed by translating the English into the Latin. Hence, the Latin prose composition exercises should always use words, idioms, and grammatical constructions already familiar to the pupil. As a rule, one recitation a week should be devoted to Latin prose composition; yet this may vary as exigencies demand. If the pupils are found to be weak in grammar, two recitations a week may be devoted to Latin prose composition until they show the proper grammatical strength. Nothing is so conducive to systematic grammar study as these exercises in Latin prose composition.

A careful and systematic study of the grammar should be pursued at all times, but incidental to the translation either of Latin into English or English into Latin. Each new construction or idiom as it appears should be thoroughly mastered by diligent use of the grammar and illustration in Latin sentences; and frequent grammatical reviews of these should be made whenever it appears that the pupils are faulty in them. The grammar study should be emphasized during the first and second years, especially during the year in Caesar, giving particular attention

to the indirect discourse and uses of the subjunctive. Ablative absolute phrases and sequence of tenses should receive special attention. In the study of Cicero and Virgil, while the grammar should receive its due amount of attention, yet it should no longer receive first consideration; but the principal objects sought should be the power of literary interpretation and appreciation, and the mastery of the literary style of the author. The pupil is expected to know the grammatical constructions, but the value of his recitation depends primarily upon his ability to master the thought and literary forms of the selections read.

Sight reading should be practiced constantly. Exercises for this purpose may be formulated by the teacher, or they may be selected from *Viri Romæ*, *Gradatim*, *Nepos*, *D'Ooge's Easy Latin for Sight Reading*, or from the text in advance of that which has been studied by the class. The ear should be trained, as well as the eye. To this end, the pupil should be required to translate similar passages read by the teacher. As the teacher reads, the pupil should at once give the thought in English, sentence by sentence.

The Roman method of pronunciation is used, and the teacher should exercise great care that the pupil forms correct habits of pronunciation. To this end, frequent drills in oral reading of Latin should be given early in the course, and the pupil carefully criticized and corrected, until he can read the Latin readily, smoothly, and intelligently. In order that he may read with emphasis and expression, he must be trained to think the thought of the Latin sentence when reading—otherwise, it will be simply repeating aloud a succession of meaningless Latin words.

In order to amplify and explain the story of the text, historical accounts of the time and people under consideration, and mythological references should be studied; and, by means of maps, pictures, and descriptions, the scenes, implements of war, means of transportation, and the manners and customs of the people should be made as vivid as possible.

FIRST CREDIT

Latin Translation: Exercises in the First Latin Book, Lessons 1.—XXVIII., supplemented with frequent sight and ear translations.

Latin Prose Composition: Exercises in the First Latin Book, Lessons 1.—XXVIII., supplemented with frequent original exercises.

Vocabulary Building: Constant attention given to the mastery of words. The form and meaning of every word should be firmly fixed in mind. The rules of pronunciation should be thoroughly mastered, and frequent exercises given in Latin reading. The Roman method of pronunciation only should be used.

Grammar Study: Paradigms—declensions of nouns and adjectives, comparison of adjectives, declension of comparatives, *sum* through all the tenses of the indicative, first and second conjugations through all the tenses of the indicative, formation and comparison of adverbs; constructions—subject and direct object, possessive genitive, indirect object, agreement of adjectives, agreement of verbs, predicate nouns, appositives, dative of possessor, ablative of place, ablative of accompaniment, ablative of agent, ablative of means or instrument, ablative of cause,

agreement of pronouns, ablative of manner, objective genitive, accusative of time, ablative of time, ablative of comparison, ablative of degree or difference, ablative of separation, genitive of quality, ablative of quality.

SECOND CREDIT

Latin Translation: Exercises in the First Latin Book, Lessons XXIX.—LVII., supplemented as in the first credit.

Latin Prose Composition: Exercises in the First Latin Book, Lessons XXIX.—LVII., supplemented as in the first credit.

Vocabulary Building: Work continued as outlined in the first credit; derivation and composition of words.

Grammar Study: Paradigms—all of the declensions and conjugations completed, including sum and the irregular and deponent verbs, the periphrastic conjugations, and the gerund and supine, all of the forms of pronouns, irregular adjectives and numerals; constructions—volitive subjunctive, optative subjunctive, purpose clauses, result clauses, substantive clauses of purpose, substantive clauses of result, clauses introduced by quin, relative clauses of characteristic, substantive clauses with verbs of fearing, ablative with deponents, conditional sentences, the uses of the infinitive, indirect discourse, dative with compounds, commands and prohibitions, temporal clauses, clauses with cum, cause and concession, participles, ablative absolute, partitive genitive, dative with intransitive verbs, dative with adjectives, predicate dative, dative of reference, accusative of time and space, accusative of aim or limit of motion, ablative of specification, ablative proper, instrumental ablative, locative ablative, dative of agent.

THIRD CREDIT

Latin Translation: Caesar's Commentaries on the Gallic War, Book I.

Latin Prose Composition: Jones's Exercises in Latin Prose Composition, Lessons I.—X., or Bennett's Latin Composition, Lessons I.—X. Supplement the work with frequent eight translations.

Vocabulary Building: Every new word should be thoroughly mastered, both as to form and meaning, and indelibly impressed upon the mind.

Grammar Study: Thorough review of paradigms; systematic study of the syntax of the language, dealing particularly with arrangement of words and clauses, agreement, use of pronouns, use of the imperative and subjunctive in expressing commands, exhortations, and wishes, use of the vocative, tenses of the indicative, sequence of tenses, final clauses, ablative absolute phrases, use of cum, indirect discourse, and uses of the subjunctive. Every new construction should be thoroughly mastered as it appears in the text.

Historical Study: Biography of Caesar; history of Rome in Caesar's time; the Roman art of war; description and topography of Gaul; Germany and Britain. Maps should be drawn illustrative of localities and places described in the text.

FOURTH CREDIT

Latin Translation: Caesar's Commentaries on the Gallic War, Books II., III., and IV., or Books II. and III. and selections from Books IV., V., and VI. The pupil now being able to read with greater ease, should study Caesar as history.

Latin Prose Composition: Jones's Exercises in Latin Prose Composition, Lessons XI.—XX., or Bennett's Latin Composition, Lessons XI.—XXII., supplemented as in the third credit.

Vocabulary Building: As in the third credit.

Grammar Study: Thorough and extensive study of *verbs* dealing especially with consecutive clauses, relative clauses, *conditionals*, sentences, concessive clauses, causal clauses, attraction, temporal clauses, direct and indirect questions, the infinitive, indirect discourse, use of the subjunctive, the ablative case, the gerund and gerundive. Master all new constructions as they appear in the text.

Historical Study: Continued as in the third credit.

FIFTH CREDIT

Latin Translation: Cicero's First and Second Orations against Catiline.

Latin Prose Composition: Jones's Exercises in Latin Prose Composition, Lessons XXI.—XXX., or Bennett's Latin Composition, Lessons XXIII.—XXXII., supplemented with frequent sight translations.

Vocabulary Building: Thorough drills on form and meaning of all new words.

Grammar Study: Thoroughly fix in mind all new constructions, in connection with the Latin prose composition, review the genitive, dative, accusative, ablative, expressions of time, place, use of participles, gerund and gerundive, periphrastic conjugations, supine.

Historical Study: Biography of Cicero; the Roman government in Cicero's time.

SIXTH CREDIT

Latin Translation: Cicero's Third and Fourth Orations against Catiline, and Speech on Pompey's Commission. Selections from Cicero's Letters should be read from time to time when they will throw light on the matter of the text. Cicero's Orations should be studied as literature; and for this reason less attention should be paid to constructions, and more to the style of the author.

Latin Prose Composition: Jones's Exercises in Latin Prose Composition, Lessons XXXI.—XL., or Bennett's Latin Composition, Lessons XXXIII.—XLIV., supplemented as in the fifth credit.

Vocabulary Building: Continue work as in preceding credits.

Grammar Study: Study the grammar of new constructions. Less attention can now be given to the grammar in recitations, and more to the style of the selection.

Historical Study: Continue studies outlined in the fifth credit.

SEVENTH CREDIT

Latin Translation: Virgil's Aeneid, Books I. and II.

Scansion: The principles of rhythm; structure of the dactylic hexameter; terms and principles of prosody; principles of quantity; structure of Virgilian verse. The pupils should have frequent drills in scanning the verse of the Aeneid. Do not wait until all the principles are learned, but begin at once and put them into practice as they are learned. Have the pupils scan the same verses over and over again until they get the swing of the hexameter.

Vocabulary Building: Continue as in preceding credits.

Grammar Study: The pupil should thoroughly master each construction with which he is not familiar as it appears in the text. While all constructions will not be discussed in class, yet each pupil is expected to be able to fully explain any construction in the lesson.

Historical Study: Biography of Virgil; the Augustan Age of Rome; the royal house of Troy, and the Trojan war; map of the ancient world, showing the wanderings of Aeneas; myths of Greece.

EIGHTH CREDIT

Latin Translation: Virgil's *Aeneid*, Books III., IV., and VI. Special attention should be given to developing the pupil's powers of literary interpretation, and appreciation of the literary style of Virgil.

Scansion: Continued as in the seventh credit.

Vocabulary Building: As in preceding credits.

Grammar Study: As in the seventh credit.

Historical Study: Continue studies enumerated in the seventh credit.

COURSE IN GERMAN

One elects Latin as a matter of course, unless he is preparing for a college course where entrance requirements in the subject must be met. But why, it is asked, study German, French, Spanish, or Italian? Why, for instance, study German? Study it, psychologically, for the same reason that one studies Greek or Latin. Study it as Greek and Latin are studied, and it can be made as potent a factor in the psychological development of the pupil as can these ancient languages. Study it, too, because it is a living language, one recording the deeds and thoughts of sixty millions and more of people who comprise one of the greatest and most progressive of modern nations. To be sure, one can not obtain from a study of the German language a knowledge of our words that are derived from Greek and Latin—for this, one must look to the Greek and Latin. However, German and English are closely related languages, both belonging to the Germanic group of the Indo-Germanic family of languages. The English language, as it is to-day, is a highly complex derivative one. It is the common words, those most used in our everyday conversation, that are derived from the German, one of the three main sources of this complex language of ours.

The course in German extends through four years, three years of which are required of those who elect the course. The fourth year is elective for those who have met the requirements of the other three years. All other students are permitted to elect in the German course, as many of the Latin students do; but at least one full year of study must be taken in order to secure credit for the work. This rule is adopted because less than one year's work in the subject would be of no practical value. It is advisable, however, for those electing German to complete at least two full years of the work.

The subject is constantly studied with a view to the unconscious absorption and gradual acquirement of the genius and spirit of the language on the part of the pupil. In other words, he must acquire what the Germans call "*Sprachgefühl*." This is, after all, the end to be kept constantly in view; for, until the pupil has gained the ability to gather the meaning from the mere reading of a German sentence, he has not progressed very far. He must acquire such a knowledge of the language as will enable him ultimately to read, understand, and appreciate German literature without the burden and delay of trans-

lation. This will give him a foundation for learning the spoken language afterward. This ability, a course of four years ought to give the diligent and earnest student.

A clear and systematic knowledge of the fundamental principles of grammar must be acquired during the first year of study. This imposes a large task upon the memory of the pupil, as the various forms of any inflected language must be thoroughly committed. Pupils usually begin the study of a foreign language late in their school course, when they are no longer able to absorb forms unconsciously, as does the little child when learning its first language. Since this is true, it is well that memory should be brought into play. There is nothing in life more practical than a keen, retentive, and well-organized memory. Its training should proceed hand in hand with the development of the reasoning faculties.

Translation from the German language into correct idiomatic English is fundamental and imperative for the English student. This is true, since he studies the language, among other reasons, that he may gain an understanding of his own language, which will be firmer, more comprehensive, and more appreciative than it would have been had he not studied this foreign language. Since this result must be obtained, the pupil is held to a correct idiomatic use of his own language, just as he is held to a correct idiomatic use of the German when writing or speaking it in the class room.

Constant and unremitting attention is given to vocabulary building. The pupil must become as familiar with the German words as he is with those of his own language, if he is to be successful in mastering the new language. He is taught at once to see the consonant relations between the German and English cognate words. This will be of much value to him in translating from one language into the other. He is taught to exercise constant carefulness and thoroughness in mastering the more common German words, for familiarity with these insures ease in using the longer and more complex German words formed by combining two or more of these simpler words. The pupil is led to see that it is to his advantage to thoroughly memorize the form and meaning of words, and that a continual and repeated recourse to the vocabulary or dictionary is a useless waste of time, energy, and patience.

Composition, with conversation to aid in fixing principles, is carried on abreast with the reading in German, and the translation into English. It is the aim to furnish much material for translation into German, which shall be easy enough not to discourage the pupil, yet so graded as to meet his advancement in the work. Much sight and impromptu work in composition is given the pupil, to test his progress and to train him to rely upon himself. The value of impromptu, as well as prepared work, can not be overestimated. It strengthens the vocabulary, fixes the principles of grammar by constant and repeated use, and develops self-reliance in the pupil. All prepared composition is criticised

and corrected in the class room; and, on the following day, given orally by the pupils. The habit of memorizing the German sentences in the composition exercises strengthens the vocabulary, familiarizes the pupil with the idioms, and fixes the grammatical forms and constructions.

It is frequently asked why the ultimate aim in the teaching of German is not to give the pupil the ability to speak the language; and, in pursuance of this, why it is not made the only language of the recitation room. If the teacher and pupils were required to confine themselves to the use of the German language in the recitation room, they would be greatly handicapped, and the progress of the pupils sadly impeded. The pupils would not quickly and fully grasp the meaning of the questions and suggestions put by the teacher, nor would they be able to readily and accurately express their answers. Consequently, not only would much valuable time be lost, but the pupils would have a more or less confused notion of what had been said. In order that the pupil may get the same psychological training and development from the study of the German language that he secures from the study of the Greek or Latin, it must be taught in the same manner that those languages are taught.

If the prime purpose in teaching the German were to give the pupil the ability to speak the language, then it would be advisable to confine the conversation of the class room to this language; but it is not this. The real purpose is to give the pupil a reading power of the language; and, consequently, attention must be given to the printed and written forms, with a view to mastering their capacity for expressing thought. To learn to speak a language readily and fluently requires much practice. Each word, each phrase, each clause, and each mode of thinking would have to be completely and thoroughly mastered and assimilated. No language can be consciously spoken—we think the thought, and the words come of their own accord. It would take long to accomplish this assimilating process, more than could be devoted to it in a four-year course, when but forty-five minutes a day are devoted to it, and this, too, with a large class of pupils. However, in the last year of the course, when the pupil has acquired a considerable vocabulary, enough might be done along this line to give him a fair start; so that, if he were so disposed, and he were thrown much in the company of German speaking people, he might be able ultimately to accomplish it.

FIRST CREDIT

Reading and Translation: The German exercises found in Spanhoofd's *Lehrbuch der Deutschen Sprache* are read in German, and then translated into English. These exercises accompany the grammar work, as outlined below. Conversation exercises are also given.

German Composition: The English exercises in Spanhoofd's *Lehrbuch der Deutschen Sprache* are translated into German, and corrected in the class room; and, on the following day, are given by the pupils orally, without referring to the written translations. Some original work is also done by the pupils.

Vocabulary Building: The vocabularies of the various lessons are

thoroughly mastered, and the form and meaning of every word firmly fixed in mind. The principles of pronunciation are thoroughly mastered, and frequent exercises are given in reading German for this purpose, and to fix the meanings and forms of words. Care is exercised to secure correct articulation, especially in giving the guttural sounds, and the unaccented vowels.

Grammar Study: The definite article; the indefinite article; the declension of nouns; the predicate adjective; strong and weak inflection of adjectives; comparison of adjectives; the numerals; the interrogatives, the personal pronouns; the possessives; the demonstratives, the relatives; the verb, as treated in the text as far as page 155; prepositions, the most common ones in their uses with the cases; conjunctions; word order.

SECOND CREDIT

Reading and Translation: Carruth's German Reader and Muller's *Neue Marchen*, read in German and translated into English. Conversation exercises continued as in first credit.

German Composition: Exercises from Muller's *Neue Marchen*, and Thomas's *Practical German Grammar*; original work by the pupils.

Vocabulary Building: Continue work as outlined in first credit. Study of word combinations.

Grammar Study: Review of work outlined in first credit; Thomas's *Practical German Grammar*, Part First; infinitives; verb completed; weak and strong conjugations; auxiliaries of tense; modal auxiliaries; passive voice; reflexive verbs; impersonal verbs; separable and inseparable verbs; subjunctive mode and its uses; use of infinitives and participles.

THIRD CREDIT

Reading and Translation: Storm's *Immensee*; Heyse's *L'Arrabbiata*; Hillern's *Hoher als die Kirche*; conversation exercises continued.

German Composition: Wesselhoeft's *German Composition*, Part I.; original work.

Vocabulary Building: The form and meaning of every new word are thoroughly mastered. Drills on articulation of sounds and pronunciation of words continued. Study of word combinations continued.

Grammar Study: Constant review of fundamental principles outlined in first and second credits; Thomas's *Practical German Grammar*, Part Second; the articles; the noun; declension of nouns; the adjective; the pronoun; the verb; the adverb; preposition, conjunction, and interjection; word formation; word combination; the sentence; word order; exercises in syntax.

FOURTH CREDIT

Reading and Translation: Schiller's *Wilhelm Tell*; conversation exercises.

German Composition: Wesselhoeft's *German Composition*, Part II.; original work.

Vocabulary Building: Work as outlined in third credit continued.

Grammar Study: Continue study as outlined in third credit.

FIFTH CREDIT

Reading and Translation: Freytag's *Die Journalisten*; Goethe's *Hermann und Dorothea*; conversation exercises.

German Composition: Harris's *German Composition*, Parts I. and II.; original work.

Vocabulary Building: Continue to master the form and meaning of every new word, continue drills on articulation of sounds and pronuncia-



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tion of words; continue study of word combinations.

Grammar Study: Constant study of grammar in connection with the translation of both German into English and English into German; thorough mastery of every new construction.

SIXTH CREDIT

Reading and Translation: Scheffel's *Der Trompeter von Sakkingen*; conversation exercises.

German Composition: Harris's *German Composition*, Parts III. and IV.; original work.

Vocabulary Building: Continue as in fifth credit.

Grammar Study: Continue as in fifth credit.

SEVENTH CREDIT

Reading and Translation: Lessing's *Minna von Barnhelm*; Schiller's *Der Dreissigjahrige Krieg*, Drittes Buch; conversation exercises.

History of German Literature: Bernhardt's *Deutsche Litteraturgeschichte*, first half.

EIGHTH CREDIT

Reading and Translation: Lessing's *Nathan der Weise*; conversation exercises.

History of German Literature: Bernhardt's *Deutsche Litteraturgeschichte*, completed.

COMMERCIAL COURSE

In planning the course of study for the commercial department, two ideals have been kept in mind: first, to train young people for good citizenship; secondly, to enable them to earn a livelihood upon leaving school. A broad general education, together with practical training, is essential to the success of any young man or woman—neither should be disregarded. It is believed that the course here outlined combines both of these essentials, as far as it is possible to do so in a four years' high school course.

While the commercial subjects proper, such as shorthand, typewriting, bookkeeping, commercial arithmetic, commercial geography, commercial law, etc., are rightly considered as the practical part of the course, yet we must not lose sight of their disciplinary and educational value. As a memory drill, shorthand will rank with any of the other high school subjects, and it imparts a mental and physical activity of inestimable value. Rapidity and accuracy of thought, and great mental concentration, together with the expert physical execution of the thought, mark the successful student of shorthand and typewriting; while a thorough course in bookkeeping can not fail to implant a love of systematic arrangement of work in the mind of the student, and at the same time make him a neat, rapid, and accurate worker. It is the aim of the course, not only to make competent bookkeepers and stenographers, but at the same time so to train the mental faculties as to enable the student to meet in competition with the business activities of life with a confidence in his ability to succeed.

The commercial subjects offered comprise the following: commer-

cial geography, commercial arithmetic, bookkeeping, shorthand, type-writing, commercial law, English correspondence, spelling, penmanship, business forms, and rapid calculation. For the successful completion of all of this work, eight credits are given, for the distribution of which see the outline of the work by credits which follows. As English is one of the most important subjects for a stenographer, six credits are required in this subject. The remaining credits of the course are distributed as follows: mathematics, five; history, four; science, four; electives, five.

Commercial geography is a subject that will at once commend itself to the practical business man. The pupil studies the facts bearing upon the actual commercial questions of the day. Special attention is given to the staple articles of commerce, their relative value and importance, the growth and routes of commerce—the waterways, railroads, etc. The effects of physical conditions on commercial relations are clearly presented, and the student is led to see the causes behind all of our commercial activities. He views the subject, not as a remote, isolated thing, but as one closely connected with his daily life. Thus presented, it becomes at once interesting, as well as instructive.

No accomplishment is more valuable or practical than the ability to write a good business hand. With this end in view, thorough drills in penmanship are given. No attention is given to ornate penmanship—the aim is to develop a plain, accurate, readable hand. The cardinal principles of good business writing are legibility, neatness, and rapidity.

Commercial arithmetic is given the attention that its importance demands. All business transactions, from the simplest to those involving millions, require mathematical computation. These should be rapid, and they must be accurate. During the whole course, the student is drilled in these two important requirements. Rapid calculation is given in connection with the work in commercial arithmetic. Drills are given in rapid addition, and other fundamental forms. Short methods of calculating interest are presented and drilled upon until they become a habit with the student. Rapid methods of figuring discounts, etc., are also introduced. The aim of this work is to make the student both rapid and accurate in computation.

Bookkeeping is to a certain extent a science, and its laws and methods should be thoroughly mastered by the student before he attempts to apply them in recording the history of his transactions. He is first taught the nature of a business transaction, the requirements of a systematic record of his work, the meaning of the terms, "debit" and "credit," and the proper forms of entry in the various books which he uses. He is then given a cash capital (school currency), and at once proceeds to perform certain transactions assigned, making the proper record of each. The work is so well graded that the student passes from the most simple, straightforward transactions to the most difficult and complicated ones without being aware of the fact, thus giving him an extended knowledge of modern business methods. He prepares all the

necessary papers connected with his business transactions, such as checks, receipts, invoices, notes, insurance policies, deeds, mortgages, etc. These are all submitted to the teacher in charge for criticism; and, after correction, for approval. Nothing is allowed to pass until it is absolutely correct as to form, spelling, punctuation, syntax, and accuracy. At stated intervals, the pupil is required to make out statements and balance sheets, to close his books, to admit partners, to adjust losses, etc.—In short, he enters into all of the details of business transactions.

A simple business is selected and thoroughly mastered before another is taken up. Practical accountants recognize the fact that, if the student is trained to keep books in any particular line of business until he has mastered every detail pertaining to it, and has become expert in recording all of its various transactions, he is better prepared to enter upon any other line of business than he would be were he to divide his attention among several varieties of business, and thus acquire only a smattering or sciolism of each.

One great aim in teaching bookkeeping is to develop system and method in the student's work. In business transactions he is constantly trained in the most approved methods of carrying them out, the best routine to follow in making his records, and the proper system in classifying and filing papers, documents, and books. The central thought that is kept constantly in mind is to fit the student, not only to transact business well and keep books accurately, but also to inculcate order and system in all of his methods.

The work in business forms is carried on chiefly in connection with the other kindred subjects, viz.: bookkeeping, typewriting, and business law. With the work in bookkeeping, instruction and drills are given in forms of checks, drafts, notes, statements of account, freight bills, bills of exchange, articles of copartnership, etc. With the work in typewriting, a variety of legal forms is introduced, such as deeds, mortgages, powers of attorney, contracts, articles of agreement, articles of incorporation, etc. With the work in business law, the legality of the various forms is discussed. The essential elements of each form, as well as the effect of introducing other elements, is dwelt upon. The steps necessary to hold the several parties to the instrument responsible are clearly brought out. At the close of this work, the student is expected to be able to draw up and properly handle any of the various legal documents, as well as all other commercial papers.

The Graham-Pitman system of shorthand is used, which assures the student who completes the course a knowledge of a shorthand system that has met, and will continue to meet, all possible requirements in the shorthand field. The old idea that the acquirement of proficiency in shorthand is a mysterious and difficult process, reserved only for the dexterous and exceptional few, has long since been exploded. Anyone of ordinary intelligence can learn shorthand; and yet, it has been said that

it affords as much mental discipline as the mastery of a foreign language. True, as in all other arts, there are different degrees of aptitude and proficiency. Three things are essential to the success of the shorthand student, and these are kept constantly in mind throughout the course, viz: first, a thorough mastery of the principles; secondly, facility in applying the principles in writing; thirdly, ability to read readily and accurately what has been written. This systematic work, combined with a good knowledge of English, and a fund of broad, general information, will develop a stenographer whose services will always be in demand at a good compensation.

Standard makes of typewriters only are used. Both class and individual instruction are given in typewriting. During the first term, special attention is given to the mechanism of the machine, and to the scientific method of fingering the keyboard, which brings into use all of the fingers and enables the operator to do rapid and accurate work with the least possible exertion. The touch method is used, because it enables the student to do his work with greater rapidity when writing from notes or copying work. By this method he can continue writing while keeping his eyes on the notes or other matter which he is copying.

While the student is required to take the course in English under the regular English teacher, yet the subject receives considerable special attention in this department. Its practical application in correspondence is particularly emphasized. Spelling, capitalizing, paragraphing, sentence forming, and syntax receive critical attention. Constant drills in writing business letters are given, the work closely critiqued, and returned to the student to be rewritten in correct form. The cardinal characteristics emphasized in business correspondence are accuracy, conciseness, and simplicity.

Business law is that portion of the general law which governs business transactions. Those engaged in business occupations are constantly being confronted with legal questions of all sorts. Some of these, no doubt, require the services of an expert lawyer, but many of the simpler cases might be readily solved by the business man himself if he has had proper training in fundamental legal principles. The most that a high school course can well undertake, is to give the student this elementary training governing ordinary business transactions, leaving for lawyers the more intricate and technical problems. The chief aim of the course, therefore, is to inform the student, who aspires to become a business man, how to keep out of difficulties, rather than to enable him to extricate himself after he has once become involved.

FIRST CREDIT

Commercial Geography: The basis of commercial geography; natural conditions affecting commerce; human control of commerce; transportation; commercial conditions in the United States; commercial conditions in the colonies of the United States; commercial conditions in foreign nations.

Penmanship: The muscular movement is used; and the first exercises consist of movement drills, followed by work on form. Both blackboard and individual instruction are given. The penmanship work continues throughout the course, not as regular class work, but in connection with bookkeeping and other written work.

SECOND CREDIT

Principles of percentage; profit and loss; trade discount; storage; commission; custom-house business; taxes; insurance; interest; annual interest; bank discount; partial payments; equation of accounts; ratio; proportion; partnership; stocks and bonds; exchange.

THIRD CREDIT

The beginning work in bookkeeping is taken up, and work on business forms is introduced. Accuracy, neatness, and correct forms are emphasized. Attention is also given to penmanship.

FOURTH CREDIT

The work in bookkeeping is continued. New books are introduced, partnerships formed, and branch stores opened, and the work becomes more intricate and complicated in every way. Neatness and accuracy are required, as in the preceding credit. The student is now expected to work much more rapidly. Penmanship and business forms are given careful attention throughout the work.

FIFTH CREDIT

Shorthand and typewriting are here introduced. This work requires two periods per day, one in shorthand and one on the typewriter. The mastery of the fundamental principles of the system is the chief shorthand work of this credit, while in typewriting the main features are the mechanism of the machine and the correct fingering of the keyboard. Absolute accuracy is required from the beginning.

SIXTH CREDIT

The study of shorthand and typewriting is continued. The principles are thoroughly reviewed, and work in dictation is introduced. The typewriting work is chiefly copy work, with accuracy and speed as its aim.

SEVENTH CREDIT

The shorthand work is confined chiefly to dictation exercises, with transcribing of notes on the typewriter. Speed and accuracy in both shorthand and typewriting are insisted upon at all times. The student is now able to take the work at a rapid rate of speed, and to write with speed, accuracy, and neatness upon the typewriter. Work in correspondence is emphasized, and training in the most approved up-to-date office methods is a prominent feature. The work is made to resemble as nearly as possible the actual work which a stenographer will have to face in a practical business office.

EIGHTH CREDIT

Business Law: The general field of law; divisions of municipal law; contracts; sales; negotiable contracts; contracts of common carriers; agency; business associations.

Shorthand and Typewriting: The work as outlined in the seventh

credit is continued here, with speed and accuracy in shorthand and type-writing, and proficiency in the most approved practical office methods as the cardinal aims.

COURSE IN DRAWING AND ART

The aim and purpose of art education, which has its active expression through drawing, is the development of the child's highest faculties, the awakening of the spiritual side of his nature, by which he will discern all beauty, and ultimately that which is behind all beauty—its source, "The Eternally Beautiful." Art education gives opportunity for the highest creative activity of mind developed through its self-activity, resulting in trained eye, hand, and mind, habits of correct observation, exact and artistic representation, creative power, and appreciation of the beautiful.

The one overwhelming argument for public art education is the power which it has of enriching life, and thus adding to human happiness. We see what we look for; and a child whose eyes are opened to look for the beautiful in everything about him, has received the best in education. Keeping ever in mind the highest purpose of art education, the aim should be to secure quick, accurate, sympathetic observation; to train judgment, memory, and imagination; and to awaken the creative faculty.

Special attention is given to the relation of art to other subjects of study—its relation to literature, history, geography, manual training, industries, and human life, as manifested in the child's sympathies and affections. To be of the greatest educational value, to get the most from drawing, it should be closely correlated with all of these subjects and points of human interest. In all branches of the work, care should be exercised to have in mind the thought of composition. Correct and truthful representation, without preceding thought of good composition, whether in nature study, still life, or design, ceases to be art, but becomes mechanical copy only. With each new subject in drawing as a center, gather about it the wealth of fact and fancy from poem, history, or science, that it may become in the highest sense true art education.

The work of the course is divided into three groups, viz.: the observational or objective group, in which the study of things is the aim; the subjective group, in which the study of principles of laws of beauty is the aim; and the creative group, in which the application of accumulated knowledge and ability is the aim. In furthering the work of the first group, familiar topics are treated—landscape, plants, life, and still life. In the second group are presented the principles of perspective, of industrial drawing, of color harmony, and, most important of all, the principles of pure design. In the third group are placed creative exercises in composition, in decorative design, and in many forms of manual training. While the same division of work is kept throughout the course, the manner of presentation differs materially at different stages. At first

the work is largely objective in character; later, arrangement, balance, rhythm, and harmony are the centers of interest; and finally, the subjective and creative sides are more and more emphasized, and the study of objects is felt to be merely a necessary means to an end. All through the work there is a definite and logical progression.

FIRST CREDIT

Still Life: Free-hand drawing from common objects, such as vase forms, jug, bowl, etc.

Perspective: Linear and aerial.

Historic Ornament: Egyptian, Greek, Roman, and minor orders.

Landscape Composition: Pictorial and decorative.

Noted Artists: Lives and works.

Mediums Used: Pencil, charcoal, chalk, water-color.

SECOND CREDIT

Cast Drawings: Particular attention is given to light and shade.

Life Work. Directly from the figure, to be used in illustration and decoration.

Designing: Original designs for many useful articles.

Mediums Used: Pencil, charcoal, chalk, water-color, pen and ink.

The training of the eye for true and beautiful proportions, and a delicacy of touch are developed from the study of the cast, still life, and life. Nature, as manifested in flowers, fruits, grasses, etc., is brought into the schoolroom and applied to decoration, composition, and design. Illustration work is given much attention and study.

COURSE IN MUSIC

Music is an important factor in the education of the child. It not only reaches the innermost center and stimulates the finer emotions of sympathy and love, but it enriches the mentality, as well. It awakens perception, and develops power to think. Some one has said, "Study music in order to beautify your own heart, and beautify your own heart that you may make the world more beautiful to others."

The child is not fully educated in the broadest sense until he is trained to express himself intelligently and readily in every conceivable manner known to man. Of these ways, language, either spoken or written, is but one. He may express himself by means of drawing, modeling, pantomime, and music, either instrumental or vocal. Not the least of these is vocal music. It not only influences his intellectual nature, but his physical, esthetic, and ethical natures as well.

Because of its hold upon the emotional nature, music is a very important factor in the development of the child, and in real culture value is surpassed by few subjects in the curriculum. The emotions are open gateways to the child's soul, and music, through them, may be made to cultivate both the love of the beautiful and the moral nature. The cultivation of the love and appreciation of music, the musical sense which exists in every child, and the development of the understanding

of this great language of the emotions, is the chief aim of the course in music.

Psychologically, training in music cultivates habits of close attention, quick and accurate observation, organized concentration, intelligent interpretation, and correct expression. It educates the perception to minute differences, and the judgment to instant decision. It trains the eye and ear in quick, accurate perception, and cultivates the voice in precision and accuracy of utterance. This training, moreover, leads to good discipline, and this improves the moral strength of the child.

Careful training and use of the voice should be uppermost in all singing. Only sweet, soft, musical tones should be permitted. Beautiful voice quality can not be secured without concentration of mind; without this, the voice is either harsh or lifeless. The speaking voice should be carefully trained also. Gentle conversational tones are much to be admired, and teachers can do much towards this cultivation. In all singing, therefore, whether exercise or song, the voices should be soft, sweet, and mellow. They should be full of vitality, and should be pitched rather high. The articulation should be clear and distinct, the movement free and light-spirited, with marked but not exaggerated accent. The position of the body should be easy, erect, and natural.

Songs are carefully chosen by the supervisor. These should be sung brightly, with animation, in good time, and with artistic expression. No song should be sung in a lifeless, indifferent manner. There is a consonance between the soul of a song and the heart of a child. If the teacher is in sympathy with the child, and feels the meaning of the song, it will not be difficult to establish this consonance.

Pupils should have an experience in music through songs before proceeding to the study of musical problems. All new effects should be introduced through song, and recognized therein, before they are analyzed and practiced as problems. In the application of these effects, the inductive processes should be applied as far as possible, the child being required to think, and to apply his knowledge to new and more advanced exercises.

Constant attention should be given to correct position, to the care and cultivation of the voice, to breathing exercises and breath control, to enunciation and intelligent phrasing, to song interpretation and expression, to rhythm, melody, and form, and to the encouragement of individual effort. Pupils should be made to sit and sing in such a way that correct breathing is natural. The body should be erect, not stiff, the shoulders not touching the back-rest, and the feet under the knees.

Music in the high school is the logical complement of the work done in the grades; without it, music, at the best, would be but a case of arrested development. The work of the high school should be a continuation of that begun in the grades, broadened and strengthened as the pupils develop and advance. The course includes voice culture, harmony, chorus work, and history of music. Constant drills in voice culture and

sight reading are given, and the pupils are carefully trained to sing and correctly interpret selections from the masters, from oratorios, operas, cantatas, etc. Analysis and appreciation also receive due consideration. The history of the development of music, together with biographical studies of the great masters, is carefully and systematically worked out.

FIRST CREDIT

Voice Culture: Voices treated with special reference to tone production; proper breath control; quality; flexibility; musical form and analysis; study of elements of a composition—phrases, periods, general structure.

Harmony: The major scale; the minor scale; intervals; triads, inversions of triads; harmonization of basses; harmonization of soprano melodies.

Chorus Work: Study of songs by best composers, sacred and secular; drills in sight singing—study of three and four-part songs, laying special stress upon articulation, enunciation, phrasing, interpretation, and artistic rendering.

History: Study of the history of music, covering periods of ancient and mediaeval times, and the representatives of each period; music of the Egyptian, Hebrew, Assyrian, Chinese, Japanese, and Greek nations; Roman and early Christian songs; rise of notation; minstrels; troubadours; minnesingers and meistersingers; precursors of the oratorio; mystery, miracle, and morality plays; folk songs; French, Belgian, and Netherland schools; musical instruments prior to the seventeenth century.

Reference Books: Emory's *Elements of Harmony*, Clark's *Harmony*, White's *Harmony and Ear Training*, Damrosch's *Popular Method of Sight Singing*, Mathews's *A Popular History of Music*, Elson's *The History of American Music*, Ritter's *Music in England*, Surette's *The Appreciation of Music*.

SECOND CREDIT

Voice Culture: Voices treated with special reference to proper placement; breath control; quality; flexibility; musical form and analysis; rhythm.

Harmony: Chords of the seventh; four voiced harmony; augmented sixth chords; modulations; suspensions; anticipation; passing notes.

Chorus Work: Part songs, sacred and secular, by good composers; drills in sight singing, as in the first credit.

History: The period of modern music; oratorio; opera; modern opera composers; contrapuntal period of the seventeenth century; classical period of the eighteenth century; romantic school of the nineteenth century; English music; development of musical instruments; American music and musicians.

Reference Books: Same as in the first credit.

COURSE IN MANUAL TRAINING

The purpose of manual training is to develop the powers of the pupil through spontaneous and intelligent activity. Appealing to the eye and hand, it establishes a co-ordination between the sensory and motor parts of the brain, which is a most important step in the thorough organization

of the brain. This proper knitting together of different centers, this opening of paths of association between the sensory and central portions of the brain on the one hand, and the executive portions on the other, is most vital to its health and efficiency. It makes for perfect sanity and mental health, for well-balanced adjustment of life to environment, for good judgment, for self-control, and for firmness and poise of character.

Shop work engenders a habit of observation, a knowledge of the difference between accuracy and vagueness, and an insight into nature's complexity, and into the inadequacy of all verbal accounts of real phenomena, which, once wrought into the mind, remain there as lifelong possessions. It confers precision, it gives honesty, it begets a habit of self-reliance, it occupies the pupil in a way most congruous with the spontaneous interests of his age. It absorbs him, and leaves impressions durable and profound. Compared with the youth taught by these methods, one brought up exclusively by books carries through life a certain remoteness from reality; he stands, as it were, out of the pale, and feels that he stands so; and he often suffers a kind of melancholy, from which he might have been rescued by a more real education. Too much of our school work divorces knowing from doing, and often exaggerates the relative value of the former as compared with that of the latter. These deficiencies in education, manual training and kindred work are calculated to supply.

Manual training appeals to the initiative in the pupil, and makes of him a self-directive performer, gives him confidence in his own powers of independent thinking and acting. It teaches him to construct into forms of grace, beauty, and utility the designs which have been wrought out in the laboratory of the mind. It puts the stamp of public favor upon the toilsome occupations, and invites the young man upon leaving school to enter some one of the vocations that must necessarily furnish employment for the masses. If manual training did no more than communicate this message to the boy, that the skilled mechanic or intelligent farmer is just as useful and honorable a citizen as the lawyer, physician, merchant, preacher, or teacher, it would amply justify its being.

The course in manual training for the high school is only a more advanced stage of the work done in the grammar schools. The work is a progression, so those kinds of exercises are chosen which will present typical phases of work in wood, iron, copper, brass, and drawing.

Since the boys have already had one year of knife work and two years of bench work in the grammar schools, we believe that the industrial type problems should be used as far as practicable. The exercise piece has its place; but, whenever an industrial type problem can be substituted for this, and at the same time contribute the requisite amount of training value, it should be done for the sake of the additional experience and information.



SEWING.—SIXTH GRADE

FIRST CREDIT

Bench Work: Fundamental principles of carpentry, joinery, and cabinetmaking; construction by means of mortise-and-tenon joint; laying out and cutting dovetails, inlaying; construction involving the use of the panel—plowing, fitting, gluing, clamping, etc.; construction involving the miter joint.

Mechanical Drawing: Training in the use of drawing instruments; straight lines; circles; tangents; projections; revolution of objects; developments; intersections; lettering.

SECOND CREDIT

Bench Work: Continue as outlined in first credit.

Turning: Care of lathe and tools; centering, straight turning, taper, convex curve, concave curve, beading, cut down square, turning to given dimensions, finishing and polishing in the lathe; face plate turning; chuck turning; built-up stock fitting.

Mechanical Drawing: Continue work as outlined in first credit.

THIRD CREDIT

Turning: Continue work as outlined in second credit.

Metal Work: Materials used—iron, steel, brass, copper, tin, zinc, etc.; chipping and filing; drilling, fitting, riveting, finishing; construction in sheet metal by bending, folding, pattern cutting, wiring and soldering.

Mechanical Drawing: Continue work outlined for first and second credits; isometric and cabinet drawing; working drawings; building plans.

FOURTH CREDIT

Metal Work: Continue work as outlined for third credit; sawing, beating, hard soldering, repousse work, annealing, coloring, and etching; hand tool turning, filing in lathe, polishing in lathe, thread cutting with tap and die, hardening, tempering, and annealing; spinning zinc and copper.

Mechanical Drawing: Continue work as outlined in third credit.

COURSE IN DOMESTIC SCIENCE

What has been said of manual training in its relation to the development of the boy, can be said with equal emphasis of domestic science in its relation to the training of the girl, and more—the girl should thoroughly know how to do well the things taught. Every girl, no matter what her sphere in life, nor what her other education and attainments may be, nor what vocation she expects to follow, should know how to properly prepare and cook well the common kinds of food; how to select, cut, fit, and make, and keep in good condition ordinary wearing apparel; and in like manner, how to perform well all of the duties that go to make up the equipment of a good housekeeper.

The home is the most sacred institution of human life, and it should be made the most attractive, congenial, and happy place on earth. Here woman has her empire, and in it she reigns supreme; hence, it lies with her to make of it a paradise or a purgatory. Woman need have

no higher ambition than to be the gracious queen of such a domain, for no higher, more responsible, or more honorable position can ever be attained by any human being.

The girl, who is to be the future mistress of such an establishment, should, therefore, be adequately trained for the exalted and sacred duties she will have to assume. If she defers this training until the dignity is thrust upon her, she will very probably fail to measure up to her supreme opportunity. Of the many dismal failures in this respect, the dramshop and divorce court too often tell the woeful tale.

The time was when the home itself furnished this training, the mother transmitting to the daughter the knowledge and skill she possessed; but, alas, this good old custom is fast becoming obsolete. If the public schools do not step into the breach and furnish this training, the girl will never receive it, unless there be a radical change in the home life of the future.

The boy has been well provided with the means through which he may secure proper preparation and training for the successful discharge of his duties as a provider for the family. Professional schools, commercial schools, technical schools, and trade schools are being organized to increasing numbers to provide the training necessary for increasing the earning capacity of the man. On the other hand, the schools open to the girl, however comprehensive in their courses for formal discipline and cultural value, have made little or no provision for the consideration of those subjects which are of vital importance to the woman who is some day to assume the responsibility of making a home for herself and family.

Economic, scientific, artistic, and ethical considerations are involved in the making of a home. The home is the dwelling place of the family, the abiding place of the affections, and the most sacred refuge of life. It is here that the children are reared; and its influence and environment are potent factors in developing the character and shaping the life of every member of the family, and in determining their usefulness as members of society and citizens of the state. The family is at once a business organization, a social unit, and an ethical force. The character of the home determines the efficiency of the family as a business organization, fixes its influence as a social unit, and measures its potency as an ethical force.

The woman is the administrative officer of the family as a business organization; it is the duty of the man to provide the funds for carrying on the business of home-making; it devolves upon the woman to expend these funds in such a manner as to secure the desired results for the family and the home. The best results can not be secured in this organization unless both man and woman perform their respective functions with the highest degree of efficiency. The function of neither can be performed properly without adequate preparation.

In considering the duties of the home-maker, it will be seen that

they are concerned with or group themselves about certain industries in the home and certain forms of activity. These industries and activities may be classified under five heads, viz.: those connected with the provision and maintenance of a suitable shelter for the family; those that concern themselves with the nutrition of the members of the family; those that provide suitable clothing for their protection and comfort; those that have to do with the care of dependent members—children, aged persons, and invalids; and those that deal with the social, industrial, and ethical relations of the members of the family to each other and to other members of society.

The girl should receive the most careful and thorough training in the details of all of these various industries and activities. In the matter of providing and maintaining a suitable shelter for the family, she should receive instruction in house planning, sanitation, decoration, and arrangement for comfort and convenience. In regard to those pertaining to the nutrition of the members of the family, she should be instructed as to the nutritive qualities of various kinds of foods, and the proper manner of preparing and serving them. As to those concerning clothing, she should study the various kinds of fabrics as to adaptability and service, methods of cutting, fitting, making, and care and preservation. In those looking to the care of dependent members of the family, she should receive instruction in the care of children, simple remedies in cases of sickness, and home-nursing. And last, and most important of all, her entire school training should center about those dealing with the social, industrial, and ethical relations of the members of the family. In all of these various duties and responsibilities she should receive careful training in the economical and judicious expenditure of funds.

"Oh," I hear some wealthy, aristocratic mother exclaim, "my daughter will never have to do those things; she will employ some one to do them for her." Granted; but she will have to direct and superintend them, and she can not do this intelligently and effectively unless she knows how to do them herself; and then there is always the possibility that financial reverses may reduce her to the necessity of performing them, and she should be prepared for the emergency.

FIRST CREDIT

Sewing: The work as outlined in the grades is continued in the high school, but in a more advanced form. The elementary work having been hand work, special stress is now placed upon machine work. Attention is given to the various stitches and their special uses; to the use and care of sewing machines and their attachments; to the nature and special uses of cotton, linen, and woolen goods; to the proper method of laundering these goods; and to the method of removing iron rust, ink, and other stains. Specific work is done in designing, drafting patterns, cutting out and making a simple house dress.

Household Economy: House planning and sanitation—grounds and environment; arrangement of rooms, halls, closets, etc.; plumbing; ventilation; heating; lighting; cleaning.

SECOND CREDIT

Sewing: Review of principles studied in first credit. Specific work is done in designing, drafting patterns, cutting out and making a tailored shirt-waist, and a summer dress. Fancy stitches are applied where appropriate.

Household Economy: House furnishing and decoration—floor coverings; wall decoration and ornamentation; window draperies; door draperies; furniture; bric-a-brac; homemade articles.

THIRD CREDIT

Cooking: Study of the general arrangement and care of the kitchen. The pupils are made acquainted with the kitchen utensils and contrivances, and are given hints as to orderliness and neatness. Practice work in classifying foods and testing for food principles; canning and preserving fruits and vegetables; preparation of various fuel foods from potatoes, cereals, tapoca, and sago; making of candies. Pupils are trained to practice economy in the purchase and use of materials, and an accurate account of expenditures is kept.

Household Economy: Care of dependent members of the family—children, aged persons, and sick; proper food, simple remedies, and nursing.

FOURTH CREDIT

Cooking: Study of tissue building foods. Practice is given in the use of eggs, milk, and meats. Further study is given to fuel foods, by practice in the various uses of flour, fats, and oils. Study of gelatin. Training is given in invalid cooking. Practice in economy and keeping account of expenditures is continued. Laundry lessons are given in the care of table linen and towels. Practice is also given in dining-room service.

Household Economy: Family etiquette and ethics—courtesy and deference to elders; politeness and consideration for others; forbearance and kindness; social demeanor; table etiquette; the family spirit.

TEXT BOOKS

PRIMARY SCHOOLS

READING

- Ward's The Rational Method in Reading: Primer, First, Second, and Third Readers—Silver, Burdett & Co.
Cyr's The Children's Readers: Primer, First, Second, and Third Readers—Ginn & Co.
Holton's The Holton Primer—Rand, McNally & Co.
Arnold and Gilbert's Stepping Stones to Literature: First, Second, and Third Readers—Silver, Burdett & Co.
Jones's The Jones Readers: Second and Third Readers—Ginn & Co.
Blaisdell's Child Life in Many Lands, A Third Reader—The Macmillan Company.
Judson and Bender's Graded Literature Readers, Third Book—Charles E. Merrill & Co.
Klingensmith's Readers: Universal Primer, First and Second Readers—Indiana School Book Company.
Clark and Flake's Third Reader—Indiana School Book Company.
Stickney's Classics for Children: Second and Third Readers—Ginn & Co.

SPELLING

- Alexander's A Spelling Book—Longmans, Green & Co.

WRITING

- New Era System of Semi-Slant Writing: Books 1, 2, 3, and 4—Eaton & Co.

LANGUAGE

- Scott and Southworth's Lessons in English, Book One—Benj. H. Sanborn & Co.

GEOGRAPHY

- Tarr and McMurry's First Book in Home Geography—The Macmillan Company.

DRAWING AND ART

- Froelich and Snow's Text Books of Art Education: Books I., II., III., and IV.—The Prang Educational Company.

MUSIC

- McLaughlin and Gilchrist's The New Educational Music Course, First Music Reader—Ginn & Co.
Burge's New Century Music Note Book, No. 40—New Century Paper Company.

GRAMMAR SCHOOLS

READING AND LITERATURE

- Longfellow's The Song of Hiawatha—Houghton, Mifflin & Co.
Hawthorne's A Wonder-Book for Girls and Boys—Houghton, Mifflin & Co.

Longfellow's *The Building of the Ship, and Other Poems*—Houghton, Mifflin & Co.
 Dickens's *A Christmas Carol in Prose*—Houghton, Mifflin & Co.
 Burroughs's *Sharp Eyes, and other Papers*—Houghton, Mifflin & Co.
 Hawthorne's *Tales of the White Hills*—Houghton, Mifflin & Co.
 Longfellow's *The Courtship of Miles Standish*—Houghton, Mifflin & Co.
 Longfellow's *Evangeline*—Houghton, Mifflin & Co.
 Scott's *The Lady of the Lake*—The Macmillan Company.
 Clark & Fiske's *Readers: Fourth and Fifth Readers*—Indiana School Book Company.

SPELLING

Alexander's *A Spelling Book*—Longmans, Green & Co.

WRITING

New Era System of Semi-Slant Writing: Books 5 and 6—Eaton & Co.

GRAMMAR AND COMPOSITION

Scott and Southworth's *Lessons in English, Book One*—Benj. H. Sanborn & Co.
 Scott and Southworth's *Lessons in English, Book Two*—Benj. H. Sanborn & Co.

DICTIONARIES

Webster's *High School Dictionary*—G. & C. Merriam Company.
 Webster's *Academic Dictionary*—G. & C. Merriam Company.

ARITHMETIC

Walsh's *New Primary Arithmetic*—D. C. Heath & Co.
 Walsh's *New Grammar School Arithmetic*—D. C. Heath & Co.

HISTORY

Mowry's *First Steps in the History of England*—Silver, Burdett & Co.
 Montgomery's *The Leading Facts of American History*—Ginn & Co.

GEOGRAPHY

Tarr and McMurry's *First Book in Home Geography*—The Macmillan Company.
 Frye's *New Advanced Geography*—Ginn & Co.

PHYSIOLOGY

Conn's *An Elementary Physiology and Hygiene*—Silver, Burdett & Co.

DRAWING AND ART

Froelich and Snow's *Text Books of Art Education: Books V., VI., and VII.*—The Prang Educational Company.

MUSIC

McLaughlin & Gilchrist's *The New Educational Music Course: Second and Third Music Readers*—Ginn & Co.
 Smith's *The Modern Music Series, The Alternate Third Book of Vocal Music*—Silver, Burdett & Co.
 Burge's *New Century Music Note Book, No. 47*—New Century Paper Company.

HIGH SCHOOL

DEPARTMENT OF ENGLISH

Rhetoric and Composition

Hanson's English Composition—Ginn & Co.

Gardiner, Kittredge, and Arnold's Elements of English Composition—Ginn & Co.

History of English Literature

Halleck's History of English Literature—American Book Company.

Matthews's An Introduction to the Study of American Literature—American Book Company.

English Classics

Addison and Steele's Sir Roger de Coverley Essays From the Spectator—The Macmillan Company.

Browning's The Pied Piper of Hamelin, and Other Poems—Houghton, Mifflin & Co.

Bryant's Sella, Thanatopsis, and Other Poems—Houghton, Mifflin & Co.

Burke's Conciliation with the American Colonies—American Book Company.

Burns's Poems (Selections)—Allyn & Bacon.

Byron's The Prisoner of Chillon, and Other Poems—Houghton, Mifflin & Co.

Carlyle's Essay on Burns—Scott, Foresman & Co.

Chaucer's The Prologue to the Canterbury Tales—Charles E. Merrill & Co.

Cooper's The Last of the Mohicans—Scott, Foresman & Co.

DeQuincey's Revolt of the Tartars—American Book Company.

Dryden's Palamon and Arcite—The Macmillan Company.

Elliot's Silas Marner—The Macmillan Company.

Emerson's Poems and Essays (Selections)—Houghton, Mifflin & Co.

Emerson's Poems (Selections)—Houghton, Mifflin & Co.

Emerson's The Superlative, and Other Essays—Houghton, Mifflin & Co.

Gaskell's Cranford—Ginn & Co.

Goldsmith's The Vicar of Wakefield—The Macmillan Company.

Goldsmith's Traveller and Deserted Village—Leach, Shewell & Sanborn.

Hawthorne's Grandfather's Chair—Houghton, Mifflin & Co.

Hawthorne's The House of the Seven Gables—Scott, Foresman & Co.

Hawthorne's Twice-Told Tales—The Macmillan Company.

Heller's Early American Orations—The Macmillan Company.

Holmes Leaflets: Poems and Prose Passages—Houghton, Mifflin & Co.

Irving's Oliver Goldsmith—Ginn & Co.

Irving's Sketch Book (Selections)—Sibley & Ducker.

Longfellow's Voices of the Night—Charles E. Merrill & Co.

Lowell's Under the Old Elm, and Other Poems—Houghton, Mifflin & Co.

Lowell's The Vision of Sir Launfal, and Other Poems—Houghton, Mifflin & Co.

Lowell's Vision of Sir Launfal, Under the Old Elm, and other Poems—Houghton, Mifflin & Co.

Macaulay's Essay on Addison—The Macmillan Company.

Macaulay's Essay on Milton—D. C. Heath & Co.

Macaulay's Life of Johnson—D. C. Heath & Co.

Milton's L'Allegro, Il Penseroso, Comus, and Lycidas—American Book Company.

Milton's Lyric and Dramatic Poems—Henry Holt & Co.

Milton's *Paradise Lost*, Books I. and II.—The Macmillan Company.
 Poe's *Poems and Tales*—Scott, Foresman & Co.
 Poe's *The Raven*, and Other Poems—Charles E. Merrill & Co.
 Pope's *The Rape of the Lock*, *An Essay on Man*, etc.—Houghton, Mifflin & Co.
 Ruskin's *Sesame and Lilies* and *the King of the Golden River*—The Macmillan Company.
 Scott's *Ivanhoe*—Scott, Foresman & Co.
 Scott's *Marmion*—The Macmillan Company.
 Shakespeare's *As You Like It*—Ginn & Co.
 Shakespeare's *Julius Caesar*—American Book Company.
 Shakespeare's *King Henry the Eighth*—American Book Company.
 Shakespeare's *King Henry the Fourth*—American Book Company.
 Shakespeare's *King John*—American Book Company.
 Shakespeare's *King Richard the Second*—American Book Company.
 Shakespeare's *Much Ado About Nothing*—Ginn & Co.
 Shakespeare's *The Merchant of Venice*—Henry Holt & Co.
 Shelley and Keats's *Poems (Selections)*—The Macmillan Company.
 Spenser's *The Faerie Queene*, Cantos I. and II.—Charles E. Merrill & Co.
 Tennyson's *Enoch Arden*, and Other Poems—Houghton, Mifflin & Co.
 Tennyson's *Enoch Arden*, Coleridge's *The Rime of the Ancient Mariner*, and Arnold's *Sohrab and Rustum*—Allyn & Bacon.
 Tennyson's *Idylls of the King*—Ginn & Co.
 Tennyson's *The Princess*—The Macmillan Company.
 Webster's *Speeches: Reply to Hayne*, and *The Constitution and the Union*—Ginn & Co.
 Whittier *Leaflets: Poems and Prose Passages*—Houghton, Mifflin & Co.
 Whittier's *Snow-Bound*, and Other Poems—Houghton, Mifflin & Co.
 Wordsworth's *Ode on Intimations of Immortality*, and Other Poems—Houghton, Mifflin & Co.

DEPARTMENT OF HISTORY

Botsford's *History of the Orient and Greece*—The Macmillan Company.
 Botsford's *A History of Rome*—The Macmillan Company.
 Thatcher and Schwill's *A General History of Europe*—Charles Scribner's Sons.
 Larned's *A History of England*—Houghton, Mifflin & Co.
 Channing's *A Students' History of the United States*—The Macmillan Company.
 Fiske's *Civil Government in the United States*—Houghton, Mifflin & Co.

DEPARTMENT OF MATHEMATICS

Wells's *Essentials of Algebra for Secondary Schools*—D. C. Heath & Co.
 Wells's *Algebra for Secondary Schools*—D. C. Heath & Co.
 Smith's *Elementary Algebra*—The Macmillan Company.
 Beman and Smith's *Plane and Solid Geometry*—Ginn & Co.
 Wells's *Complete Trigonometry*—D. C. Heath & Co.
 Beman and Smith's *Higher Arithmetic*—Ginn & Co.
 Smith's *Arithmetic for Schools*—The Macmillan Company.

DEPARTMENT OF SCIENCE

Coulter's *Plant Studies*—D. Appleton & Co.
 Davis and Snyder's *Physical Geography*—Ginn & Co.
 Carhart and Chute's *Physics for High School Students*—Allyn & Bacon.
 Chute's *Physical Laboratory Manual*—D. C. Heath & Co.
 Remsen's *An Introduction to the Study of Chemistry*—Henry Holt & Co.

DEPARTMENT OF LATIN

Grammar and Composition

Moore's A First Latin Book—D. Appleton & Co.
Bennett's A Latin Grammar—Allyn & Bacon.
Jones's Exercises in Latin Prose Composition—Scott, Foresman & Co.
Bennett's A Latin Composition for Secondary Schools—Allyn & Bacon.

Latin Classics

Harkness and Forbes's Caesar's Commentaries on the Gallic War—
American Book Company.
Kelsey's Select Orationes and Letters of Cicero—Allyn & Bacon.
Comstock's Virgil's Aeneid—Allyn & Bacon.
Kelsey's Selections from Ovid—Allyn & Bacon.

DEPARTMENT OF GERMAN

Grammar and Composition

Spanhoofd's Lehrbuch der Deutschen Sprache—D. C. Heath & Co.
Thomas's A Practical German Grammar—Henry Holt & Co.
Bernhardt's A Course in German Composition—Ginn & Co.
Wesselhoeft's German Composition—D. C. Heath & Co.
Harris's Selections for German Composition—D. C. Heath & Co.
Wenckebach's German Composition—Henry Holt & Co.

History of German Literature

Bernhardt's Deutsche Literaturgeschichte—American Book Company.

German Readers

Super's Elementary German Reader—Ginn & Co.
Stern's Studien und Plaudereien—Henry Holt & Co.
Carruth's A German Reader—Ginn & Co.
Kron's German Daily Life—Newson & Co.

German Classics

Müller's Neue Märchen—American Book Company.
Storm's Immensee—Ginn & Co.
Heyse's L'Arrabbiata—D. C. Heath & Co.
Hillern's Höher als die Kirche—Ginn & Co.
Schiller's Wilhelm Tell—The Macmillan Company.
Schiller's Die Jungfrau von Orleans—D. Appleton & Co.
Schiller's Maria Stuart—Henry Holt & Co.
Freytag's Die Journalisten—Allyn & Bacon.
Goethe's Hermann und Dorothea—Ginn & Co.
Scheffel's Der Trompeter von Säckingen—Ginn & Co.
Schiller's Der Dreissigjährige Krieg, Drittes Buch—Henry Holt & Co.
Lessing's Minna von Barnheim—Henry Holt & Co.
Lessing's Nathan der Weise—Henry Holt & Co.
Goethe's Iphigenie auf Tauris—D. C. Heath & Co.

COMMERCIAL DEPARTMENT

Adams's A Text-Book of Commercial Geography—D. Appleton & Co.
Williams's Commercial Arithmetic—American Book Company.
Rowe's Commercial and Industrial Bookkeeping, Inductive Set, Budget
101—Sadler-Rowe Co.

Rowe's Commercial and Industrial Bookkeeping, Wholesale and Retail Set, Budget 102—Sadler-Rowe Co.
 Curry's The Euclid Shorthand Manual, Graham-Pitmanic—The Burrows Brothers Company.
 Tins's Dictation Studies, Graham Phonography—Powers & Lyons.
 White's Business Law—Silver, Burdett & Co.
 Thurston's Economics and Industrial History—Scott, Foresman & Co.

DEPARTMENT OF MUSIC

Hoff's The Corona Song Book—Ginn & Co.
 Loomis's The Progressive Glee and Chorus Book—American Book Company.

Note: All of the high school text-books may be rented. Mowry's First Steps in the History of England, for the grammar schools, may also be rented.

Schedule of Time Given to Subjects in Arrangement of Programs

Time in Minutes Per Week

SUBJECTS	GRADES							
	1	2	3	4	5	6	7	8
Reading and Literature.....	500	450	400	300	300	250	250	250
Grammar and Composition.....	125	150	180	200	200	250	250	250
Word Study and Phonics.....	200	200	160	150	150	.....	.....	.....
Writing	75	75	100	125	150	.....	.....	.....
Arithmetic .....	.....	100	150	200	200	250	250	250
Geography	40	40	100	150	200	250	250	.....
History	40	40	40	50	50	250	250	250
Physiology.....	.....	.....	.....	.....	.....	.....	.....	250
Drawing and Art.....	60	60	60	75	75	75	75	75
Music	75	75	75	75	75	50	50	50
Manual Training and Domestic Science	60	60	60	75	100	125	125	125
Gymnastics and Physical Exercise	100	100	100	100	75	75	75	75
Opening Exercises and General Work.....	75	75	75	75	75	150	150	150
Minutes in School Week	1350	1425	1500	1575	1650	1725	1725	1725



SEWING—SEVENTH GRADE

TIME TABLES

ELEMENTARY SCHOOLS

FORENOON

Bell Rings.....	8:00
Gong Rings.....	8:29
School Begins.....	8:30
First Grade Pupils Dismissed.....	11:00
Second and Third Grade Pupils Dismissed.....	11:15
Fourth and Fifth Grade Pupils Dismissed	11:30
General Dismissal.....	11:45

AFTERNOON

Bell Rings.....	1:00
Gong Rings.....	1:29
School Begins.....	1:30
First and Second Grades Dismissed.....	3 30
Third and Fourth Grades Dismissed.....	3:45
General Dismissal.....	4:00

HIGH SCHOOL

FORENOON

Vocal Music Class (Wednesday and Friday).....	8:00
Gong Rings.....	8 29
Recitations Begin.....	8:30
Dismissal	11:45

AFTERNOON

Gong Rings.....	1 29
Recitations Begin.....	1:30
Dismissal.....	4:00

RULES AND REGULATIONS

BOARD OF EDUCATION

MEETINGS OF THE BOARD

Section 1. The regular meetings of the Board of Education shall be held on the first and third Fridays of each calendar month, at 7:30 o'clock p. m. Special meetings may be called at any time by the president, or upon request of the other two members of the board.

ORDER OF BUSINESS

Sec. 2. At all regular meetings of the board, the order of business shall be as follows:

1. Reading, approving, and signing minutes of last regular meeting, and of special meetings since held.
2. Consideration of claims and accounts.
3. Reception of communications and petitions.
4. Reports of committees.
5. Reports and suggestions of the superintendent.
6. Unfinished business.
7. New business.

SUPERINTENDENT

APPOINTMENT AND DISCHARGE

Sec. 3. For the purpose of aiding the Board of Education in the discharge of its duties; of securing uniformity and thoroughness in the course of instruction, and judicious and efficient discipline in the schools; and of guarding and improving the school property, a superintendent shall be appointed. The appointment shall be made by the board for such time and at such salary as shall be mutually agreed upon by the board and superintendent. The superintendent may be discharged at any time for incompetency, unfaithfulness in the performance of his duties, improper conduct, or willful neglect or refusal to conform to the rules and regulations of the board. The resignation of the superintendent shall be by written communication to the board, and shall be filed with the secretary.

GENERAL POWERS AND DUTIES

Sec. 4. The superintendent is the agent and executive officer of the board in all matters pertaining to the conduct and management of the schools, and he shall act under its direction. To him shall be committed the general supervision of all the public schools, school buildings, apparatus, and other property belonging thereto. He shall have charge of the course of study, methods of instruction, government, and general management of the schools. He is specially charged with the enforcement of the rules and regulations of the board, a copy of which he shall have placed in each schoolroom. He shall keep regular office hours for the convenience of parents, teachers, pupils, and others desiring infor-

mation concerning the schools. He shall devote himself to the duties of his office and perform such other official duties, not herein specified, as may be from time to time required by the board.

SPECIAL POWERS AND DUTIES

Sec. 5. Meetings of Board: He shall attend the meetings of the board, and give such information and advice as may be called for in regard to the management, progress, and welfare of the schools, and make such recommendations as he may deem proper for their advancement and improvement.

Sec. 6. Reports: He shall make such reports in regard to the condition, conduct, and progress of the schools as the board may from time to time call for. At the end of each period of five years, he shall make a complete formal report covering the preceding five years, together with revisions in the course of study, and statistical and historical matter, for publication and distribution among the patrons and others interested in the schools.

Sec. 7. Pay Roll: He shall keep a correct account of the services rendered by each regular teacher, and each supply teacher; and, at the end of each school month, shall make out an accurate pay-roll, showing the several amounts due the teachers, and file the same with the secretary of the board.

Sec. 8. School Methods and Systems: He shall acquaint himself with the best and most approved methods of school management and instruction, with the conduct of public school systems in other cities, and with whatever principles and facts may concern the interests of popular education, and with all matters pertaining in any way to the organization, discipline, and instruction of public schools, to the end that the children of this city may obtain the best education which the schools are able to impart.

Sec. 9. Regulations: He shall make such regulations, subject to the approval of the board, and not inconsistent with their rules and regulations, as he shall deem essential to the promotion of the efficiency of the schools. It shall be his duty to see that every teacher is familiar with the rules and regulations, the course of study, and methods of instruction and discipline.

Sec. 10. Teachers' Meetings: He shall have power to require supervisors, principals, and teachers to attend such regular or special meetings as he may appoint, for instruction in their duties, methods of teaching and governing their schools, or for mutual improvement.

Sec. 11. Assignment of Teachers: He shall assign supervisors, principals, and teachers to their respective positions and duties; he shall report to the board whenever he shall find any of them deficient or incompetent in the discharge of their duties; and he shall have power, with the consent of the board, to dispense with the services of any supervisor, principal, or teacher whenever it shall appear that his or her further connection with the schools would not be beneficial thereto.

Sec. 12. Temporary Vacancies: He shall appoint competent substitutes to fill temporary vacancies, caused by illness or necessary absence of teachers. In case of prolonged absence, he shall report his action to the board for their approval.

Sec. 13. Assignment of Pupils: He shall see that pupils are assigned to their respective districts, and properly classified by the principals.

Sec. 14. Transfers: He shall have power to transfer pupils from one district to another, whenever in his judgment it is necessary for the relief of crowded rooms, or for other good and sufficient reasons.

Sec. 15. Visiting Schools: He shall visit the different schools as

often as his other duties will permit, note the methods of instruction and discipline used by each teacher, and give such aid and encouragement to the teachers and pupils as circumstances may suggest.

Sec. 16. Violations of Duty: He shall check all violations of the duties of the schoolroom, and not tolerate in teachers any irregularities or delinquencies; and, in case of insubordination, gross neglect of duty, or other serious fault upon the part of a teacher, he shall, if in his judgment it be advisable, suspend such teacher from duty and report the case to the board for final adjudication.

Sec. 17. Suspension of Pupils: He shall have power to suspend pupils from school whose conduct or character is such as would injure the schools, or whose parents willfully neglect or refuse to co-operate with the superintendent, principals, or teachers in carrying out the regulations of the schools, or who encourage their children to neglect or violate the rules of the schools; but no pupil shall be finally expelled except by consent of the board.

Sec. 18. Appointment of Teachers: At the last regular meeting in March of each year, he shall submit to the board a list of all supervisors, principals, and teachers recommended for reappointment, together with list of new appointments to fill vacancies, with schedule of salaries recommended, and the places they are best qualified to fill. At the first regular meeting in April following, the board shall pass upon this list, both as to appointment and salaries to be paid.

SUPERVISORS

Sec. 19. Powers: The supervisors, under the direction of the superintendent, shall have general charge of the work in their respective departments; and they shall be held responsible for the success of the work under their charge respectively. They shall have the power to call such meetings of the teachers, individually or collectively, as they deem proper, for instruction in subject matter or methods, subject to the approval of the superintendent. The attendance of teachers at all such meetings shall be regular and punctual; and for willful neglect or refusal to attend any such meeting, the supervisor shall report the teacher in fault to the superintendent, who shall treat such case as coming under the provisions of section 16. Provided, that the supervisor, for good and sufficient reasons, may excuse any teacher from attendance at a meeting. The supervisors shall also have the power to see that their instructions are carried out in practice in the schoolroom; and they shall report all delinquencies in this respect to the superintendent, as in the case of non-attendance at meetings.

Sec. 20. Duties: The supervisors shall devote themselves assiduously and faithfully to their duties. They shall carefully instruct the teachers under their charge, and see that they fully understand the scope and nature of the work to be done, and the method, means, and manner of accomplishing it. When necessary, they shall give individual help and instruction to a teacher; and, especially, to new teachers shall they give close personal attention until they are thoroughly installed into the work.

Sec. 21. Methods: They shall acquaint themselves with the best and most approved methods of management and instruction, as practiced in the best city school systems, and promulgate and carry them out in their respective departments.

Sec. 22. Planning Work: They shall carefully plan and outline the work of their respective departments, together with working directions, and give these to the teachers at the regular grade section meetings, with such explanations and exemplifications as may be necessary, cover

ing the work to be accomplished until the next regular grade section meeting.

Sec. 23. Visiting Schools: They shall visit the different schools as often as their other duties will permit, note the methods of instruction used by each teacher, and give such aid, instruction, and encouragement to the teachers and pupils as circumstances may warrant or require.

Sec. 24. Attendance at Meetings: They shall attend all regular or special meetings called by the superintendent. They shall also call and attend such meetings of the teachers as he may direct.

Sec. 25. Reports: They shall make such reports to the superintendent of the work of their respective departments as he may from time to time require. They shall also report to him concerning the qualifications and efficiency of teachers.

Sec. 26. Requisitions for Supplies: At the close of each year, they shall make a written requisition for the supplies that will probably be needed in their respective departments for the next succeeding year, and file the same with the superintendent. If, at any time during the year, additional supplies, not listed in the original requisition, are needed, the supervisor shall make a requisition for them, and file it with the superintendent or a member of the board of education. If the requisition be endorsed by the superintendent or a member of the board, the supplies will be purchased. The purchaser will then enter upon the requisition the name of the firm from whom it is purchased, with date of purchase, price paid, and name of purchaser, and file it with the superintendent.

PRINCIPALS

Sec. 27. General Powers and Duties: The principals shall have general supervision of their respective schools, under the direction of the superintendent. They shall be held responsible for the enforcement of the rules and regulations of the board, and shall strictly carry out the directions of the superintendent. They shall devote themselves faithfully and diligently to their duties.

Sec. 28. Promote Harmony: They shall endeavor to promote harmony and good will among their teachers and pupils, and to secure the interest and co-operation of the patrons of the schools. They shall seek to protect the rights of both teachers and pupils, and to awaken in both enthusiastic devotion to their work.

Sec. 29. Attendance: They shall be present at their respective school buildings at least thirty minutes before the hour set for the opening of the schools, both morning and afternoon. They shall remain in their respective offices until 4:30 p. m., except when called away to attend the regular or special meetings of the superintendent or supervisors, unless excused by the superintendent, so that teachers, pupils, patrons, and school officers may consult them concerning affairs pertaining to the schools. They shall see that the rooms are in proper order for the reception of teachers and pupils, that the clocks are regulated according to standard time, and that both teachers and pupils are regular and punctual in attendance.

Sec. 30. Supervision of Teachers: They shall visit the schoolrooms of their respective buildings as often as their other duties will permit, for the purpose of supervising and directing the labors of the teachers; to see that proper order and discipline are maintained; that regular and accurate records and reports are kept; and that parents and guardians are duly and regularly notified of the standing and conduct of the pupils, and of their absence from school.

Sec. 31. Supervision of Pupils: They shall see that pupils do not appear on or about the school premises earlier than thirty minutes before the time set for the opening of the schools, and that they do not loiter about the school premises after dismissal. *Provided*, that during inclement weather, or in the case of a pupil coming a long distance, the principal may exercise his discretion concerning the enforcement of this rule. They shall superintend the deportment of pupils on the road to and from school, on the premises during recesses and intermissions, and they shall see that good order is maintained at all times in the halls, on the stairways, and in the schoolrooms. In case of wilful and persistent incorrigibility, they may suspend a pupil until the parent or guardian gives assurance that the pupil will conform to the rules and regulations of the schools. All such cases of suspension must be immediately reported to the superintendent, together with the causes leading thereto.

Sec. 32. Supervision of Janitors: They shall exercise supervision over the janitors, and hold them to a strict performance of their duties. They shall immediately report to the superintendent any neglect or failure in duty on the part of janitors.

Sec. 33. Admission of Pupils: They shall admit all pupils residing in their respective districts who are of the proper advancement for classification, and those transferred from other districts in which such classes are not maintained; and they shall see that they are properly classified. They may transfer pupils from one grade to another, or from one room to another, whenever the best interests of the pupils or schools make it advisable to do so. When a pupil moves from one district to another, the principal shall make proper transfer, together with record of the pupil's standing, and send the same to the principal of the school to whose district the pupil is moving. All cases of new pupils entering, pupils received by transfer, pupils lost by transfer, and pupils withdrawn from school shall be reported to the superintendent.

Sec. 34. Reports to Truant Officer: They shall promptly report all cases of irregular attendance of pupils to the truant officer. In cases of emergency, these reports may be made direct to the truant officer; otherwise they may be transmitted through the superintendent to the truant officer.

Sec. 35. Programs in Schoolrooms: They shall cause a program of the daily exercises of the several grades or classes to be placed in a conspicuous place in each schoolroom; and they shall see that the programs devote a due relative amount of time to the various subjects taught.

Sec. 36. Course of Study. They shall see that the course of study is faithfully followed, subject to such modifications as may be necessary to suit particular classes and individuals.

Sec. 37. Attendance at Meetings: They shall attend all regular or special meetings called by the superintendent. They shall also call and attend such meetings of the teachers as he may direct.

Sec. 38. Teachers' Meetings: They shall have the power to call the teachers of their respective buildings together, for the purposes of instruction and mutual consultation. At these meetings the course of study may be discussed, so as to insure continuity and uniformity of subject matter and method and unity of purpose; plans of discipline and management may be considered, with a view to securing harmony and consistency of action and result. Causes of irregular attendance, loss of interest, and failure on the part of individual pupils will also prove to be pertinent and vital questions for discussion at these meetings.

Sec. 39. Flag Days: On the days designated as "Flag Days," they

shall see that the janitors display the flag, as designated in section 112.

Sec. 40. Care of School Property: They shall exercise care over the buildings, grounds, and appurtenances; and, whenever any repairs are needed, they shall give notice thereof to the superintendent or a member of the board of education. They shall be held responsible for the careful use and preservation of all apparatus, desk books, supplementary reading, and reference books; and they shall see that all supplies furnished are carefully and economically used. They shall protect the buildings, furniture, and other school property from defacement by carving, writing, etc.

Sec. 41. Rooms at Janitors' Disposal: They shall make such arrangements with the teachers that the janitors may begin sweeping the rooms at 4:00 o'clock p. m., and continue their work without interruption.

Sec. 42. Cleanliness and Sanitation: They shall see that the school-rooms, halls, cloakrooms, and basements of their respective buildings are kept in a clean and sanitary condition; and that the various rooms are properly heated and ventilated. They shall see that the grounds are kept free of all rubbish and litter; and that the lawns are mowed and kept in a neat and attractive condition. They shall prevent citizens, as well as pupils and teachers, from walking across lawns in such a manner as to injure the grass.

Sec. 43. Contagious and Infectious Diseases: They shall exclude from the schools all pupils who have contagious or infectious diseases, or who have been exposed to such diseases, until they bring certificates from reputable physicians certifying that there is no longer any danger of their transmitting the disease to others.

Sec. 44. Advertisements and Announcements: They shall not permit any announcement or advertisement of any show, lecture, or entertainment to be made in any of the rooms of their respective buildings, nor shall they permit any agent or other person to exhibit in the school any book, apparatus, or any other article, or consume the time of teachers or pupils in any manner whatever, without permission from the superintendent.

Sec. 45. Reports: They shall make such reports to the superintendent as he may, from time to time, require. They shall also report to him concerning the qualifications and efficiency of teachers.

Sec. 46. Requisitions for Supplies: At the close of each school year, they shall make written requisitions for the supplies that will probably be needed in their respective buildings for the next succeeding year, and file the same with the superintendent. If at any time during the year, additional supplies, not listed in the original requisition, are needed, the principal shall make a requisition for them, and file it with the superintendent or a member of the board of education. If the requisition be endorsed by the superintendent or a member of the board, the supplies will be purchased. The purchaser will then enter upon the requisition the name of the firm from whom it is purchased, with date of purchase, price paid, and name of purchaser, and file it with the superintendent.

TEACHERS

Sec. 47. Eligibility: No one shall be eligible to appointment as a teacher in the elementary schools who shall not be a graduate of a normal school or a college of good standing, or who does not possess equivalent qualifications. No one shall be eligible to appointment as a teacher in the high school who shall not be a graduate of a college of the best grade, or who does not possess equivalent qualifications.

Sec. 48. License: No contract shall be made with any teacher who

does not possess a valid license to teach in the county at the date of signing contract. No teacher shall be permitted to enter upon his duties who does not possess a valid license to teach in the county at the date of the beginning of his term of contract.

Sec. 49. Salary: The salaries of teachers shall be regulated by their qualifications, efficiency, and number of years' experience in the public schools of this city, and in accordance with the minimum wage law.

Sec. 50. Discharge: Teachers may be discharged at any time for improper conduct, incompetency to teach or govern their schools, unfaithfulness in executing the directions of the superintendent, or violations of the terms of contract.

Sec. 51. Resignation: No teacher shall have the right to resign his position during the term for which he shall have been appointed without giving at least two weeks' notice, and then only for good and sufficient reasons. The resignation shall be in writing, and shall be filed with the superintendent.

Sec. 52. Duties: Teachers shall open school promptly at the appointed time, devote themselves exclusively and diligently to the instruction of their pupils, maintain good order in their rooms, and superintend the conduct of their pupils during intermissions, while passing through the halls or upon the school premises, in accordance with the directions of the principal. They shall adhere strictly to the rules and regulations, course of study, and text-books prescribed, and shall close their schools promptly at the appointed time.

Sec. 53. Teachers' Hours: They shall be in their respective school-rooms from 8:00 to 11:45 o'clock in the forenoon, and 1:00 to 4:00 o'clock in the afternoon, unless excused by the superintendent or principal, or unless called to attend meetings by the superintendent, supervisors, or principal. The principal shall promptly report to the superintendent all cases of tardiness or absence of teachers, whether excused or not, together with the reasons for same.

Sec. 54. Co-operation: They shall heartily co-operate with the superintendent, supervisors, principal, and each other, and shall render a cheerful compliance with the rules and regulations of the board.

Sec. 55. Pupils' Register: They shall keep a register, upon blanks furnished by the superintendent, of the names, classification, ages, and daily attendance of their pupils, noting absence and tardiness, in accordance with the printed directions therein contained, and in accordance with the directions of the clerk. They shall also keep a register of the names and residences of parents, guardians, and heads of families.

Sec. 56. Reports: They shall make such reports as the superintendent, supervisors, or principal may from time to time require.

Sec. 57. Preparation of Lessons: They shall make daily preparation of all lessons, so as to thoroughly master all matter contained in each lesson, as well as a definite method of presenting it. This preparation should be so thorough that the teacher can lay the text-book aside and conduct the recitation without referring to it.

Sec. 58. Standard of Order: They shall adopt, as a standard of order in school, the suppression of all unnecessary noise, confusion, and communication between pupils during the hours of study and recitation, and never proceed for a moment with the regular exercises of the school while there is not a proper degree of order and quiet in the room.

Sec. 59. Means of Discipline: They shall exercise a firm and vigilant, but prudent and parental discipline; and govern, as far as practicable, by persuasive and gentle measures. While they are required to maintain good order in school, and exact prompt obedience to necessary and proper rules, yet they are reminded that passionate and harsh expressions and injudicious measures tend only to evil; that the best dis-

disciplinarian is the one who can secure order by the gentlest means. While all necessary and proper means for accomplishing these objects will be approved by the board, teachers are reminded that their fitness for their positions will be estimated, in a great degree, by their ability to secure and maintain the best discipline by the use of the mildest measures and kindest influences.

Sec. 60. Moral and Social Culture: They are especially enjoined to regard the moral and social culture of their pupils as not less important than their mental discipline. They shall not tolerate in them falsehood, dishonesty, profanity, cruelty, or any other form of vice. By example and precept they shall endeavor to form them to habits of moral and social refinement.

Sec. 61. Conduct in Halls and Yards: They shall give constant and careful attention to the discipline, conduct, and manners of their pupils, not only in the schoolroom, but also during recesses and intermissions, while in the halls and yards, and, as far as practicable, while coming to and returning from school.

Sec. 62. Detention of Pupils: They shall not detain pupils at the noon intermission. No pupil shall be deprived of recess, except for willful or persistent violation of the rules of the playground; and, when thus detained, he shall be permitted to go out at the close of recess and remain out for five minutes. Pupils shall not be detained for an unreasonable length of time after the close of school in the afternoon.

Sec. 63. Acceptance of Pupils: They shall not accept any pupil until he shall have been assigned to the room by the principal or superintendent.

Sec. 64. Responsibility for Attendance of Pupils: They shall be held responsible for the regular and punctual attendance of their pupils. At the close of school each day, it shall be the duty of the teacher to notify the parent or guardian of every pupil who shall have been absent or tardy, unless the cause of such absence be known to both parent or guardian and the teacher. All cases of absence and tardiness shall also be reported to the principal each evening, that he may co-operate with the teacher in effecting an improvement.

Sec. 65. Responsibility for Progress of Pupils: They shall be held responsible for the successful progress of their pupils. Whenever a pupil, on account of irregular attendance, lack of application, bad conduct, or any other cause, is falling in any of his studies, the teacher shall promptly report the case to the parent or guardian; and, when no improvement follows such notification, the case shall then be referred to the principal, who may place the pupil in a lower grade, or suspend him from school until the parent or guardian gives satisfactory assurance of a reformation in the pupil.

Sec. 66. Care of School Property: They shall have immediate care of their respective rooms, and they shall be held responsible for the preservation of all furniture and apparatus belonging thereto, and for the judicious and economical use of all supplies furnished by the board. They shall see that their rooms are kept clean, neat, and orderly, and shall promptly report any delinquencies in this respect to the principal.

Sec. 67. Temperature and Ventilation: They shall see that the temperature and ventilation of their rooms are maintained at the proper standard. The proper temperature of schoolrooms in winter is from 68 to 70 degrees Fahrenheit. The ventilation should be such that no foul air is permitted to remain in the room. In no case shall pupils be exposed to draughts of cold or damp air, or be otherwise exposed, so as to destroy comfort or endanger health. In case of defect, the teacher should not attempt to rectify it, but report the matter at once to the janitor for adjustment.

Sec. 68. Advertisements and Announcements: They shall not an-

nounce, or permit to be announced or advertised, in any manner whatever, in their respective rooms, any show, lecture, or entertainment, or permit any agent or other person to exhibit in the school any book, apparatus, or any other article, or consume the time of teacher or pupils in any manner whatever, without permission from the principal or superintendent.

Sec. 69. Contagious and Infectious Diseases: They shall exclude from school immediately any pupil who has a contagious or infectious disease, or who has been exposed to such a disease, and report the case at once to the principal; and they shall not permit the said pupil to return to school until so authorized by the principal.

Sec. 70. Teachers' Meetings: They shall attend promptly all meetings of teachers called by the superintendent, supervisors, or principal, for the purpose of being instructed in regard to their duties, and for mutual consultation in matters connected with the conduct and prosperity of the schools.

Sec. 71. Complaints: Any teacher, having a complaint or grievance against another teacher or pupil in the same school, shall report the same to the principal for adjustment. If the complaint or grievance be against the principal, a supervisor, or a teacher or pupil of another school, it shall be made to the superintendent.

Sec. 72. Visiting Days: Teachers may visit other schools for the purpose of observing methods of instruction, discipline, etc. New teachers shall confine these visits to the Huntington schools until they are familiar with their methods. Such visits shall be for one day at a time, and should be made early enough in the term that the information gained thereby may be available in the teacher's immediate work; and they shall not occur oftener than once each term without special permission from the superintendent. After the teacher becomes familiar with the work of the local schools, these visits may be made to the schools of such other cities as the superintendent may approve, when they may be extended to two days at a time; but such visits shall be made during the first term of the year, so that the schools may reap the fullest benefit from them. This allowance of time for visiting schools is not to be construed as a holiday, to which each teacher is entitled. It is to be taken advantage of by such teachers only as may themselves feel the need of the benefits to be derived from observing other teachers in their work, or such as the superintendent may advise to make use of the provision. The teacher is expected to make as diligent, conscientious use of the time as when teaching. As soon as practicable after returning from such a visit, the teacher shall make a written report to the superintendent, naming the school or schools visited, the time spent in each, and the kind and character of the work observed.

Sec. 73. Absence of Teacher: In case a teacher shall be unable to attend to his schoolroom duties, he shall give immediate notice to the superintendent or principal, so that a suitable substitute may be procured. Such substitute shall be furnished by the superintendent. No teacher shall be absent, except in case of sickness, without special permission from the superintendent. An absent teacher shall report to the superintendent at the earliest practicable moment the time when he will be ready to resume his work.

Sec. 74. Substitute Teachers: A teacher to be eligible to the list of substitute teachers must possess a valid license to teach in the county, and must be approved by the superintendent. The wages of substitute teachers, unless otherwise specially agreed upon, shall be as follows: For grade teachers, \$2.00 per day; for principals, supervisors, and high school teachers, \$3.00 per day.



SEWING—EIGHTH GRADE

PUPILS

Sec. 75. Duties: Pupils shall attend school regularly and punctually; conform to all the rules and regulations of the schools; obey all the directions of the superintendent, principal, and teachers; observe good order and propriety in deportment; be diligent and earnest in study; be respectful to teachers, and kind and obliging to schoolmates; refrain entirely from the use of profane or indecent language or conduct; avoid all communication during the hours of study and recitation without permission from the teacher; be clean and neat in person and attire; practice self-government; and, in short, to do right at all times and under all circumstances.

Sec. 76. Good Order: They shall maintain good order and propriety of deportment, not only during school hours, but when entering or leaving the schoolrooms and school premises at the regular assemblings and dismissals of the schools. They shall occupy such seats as may be assigned to them by the teacher; keep their books clean and free from all unnecessary marks; see that the contents of their desks are neatly arranged; and have a care that the floor in the vicinity of their respective seats is kept free of all scraps of paper and other rubbish.

Sec. 77. Conduct on the Road to and from School: They shall be under the jurisdiction of their teachers in going to and from school. On coming to school, they shall come directly into the school yard; and, on entering the halls, they shall pass directly to their rooms. They shall refrain from rough play, pushing, boisterous conduct, and throwing missiles, upon the grounds, or while going to and returning from school.

Sec. 78. Disturbing Property: They shall conform to the ordinary rules of politeness on their way to and from school. They shall not enter the yard, garden, lot, or other property whatever, of any citizen, without his permission or consent, during school hours, or when on their way to and from school.

Sec. 79. Cleanliness and Neatness: They shall exercise care in keeping their persons and clothing clean and neat. Any pupil coming to school without proper attention having been given to the cleanliness of his person or dress, or neatness of his apparel, may be sent home to be properly prepared for the schoolroom.

Sec. 80. Books and Stationery: They shall be provided with such books and stationery as are prescribed by the course of study, or be denied the privileges of the schools. Children whose parents are in indigent circumstances will be supplied with books by the board. The books may be obtained by making application to the principal, who, after making careful investigation and finding the case worthy, shall make requisition upon the superintendent, certifying that the issue of books and supplies is necessary and proper under the rule.

Sec. 81. Loitering About School Premises: They shall not assemble about the schoolhouse or premises at unreasonable times before the commencement of school, or remain after they are dismissed.

Sec. 82. Remaining at Noon: They shall not remain in or about the school premises at noon, except by special permission of the principal. The principal shall keep a record of the names of pupils thus permitted to remain, together with the reasons for such permission; and he shall file with the janitor a list of the names of pupils so permitted to remain. Pupils living within ten squares of the school building shall not be permitted to bring their dinners to school, except in stormy weather, or by special permission of the principal for any other proper reason.

Sec. 83. Contagious and Infectious Diseases: They shall not attend school when affected with a contagious or infectious disease, nor after being exposed to such a disease, until they bring certificates from

reputable physicians certifying that there is no longer any danger of their transmitting the disease to others.

Sec. 84. Attendance and Punctuality: They shall attend school regularly and punctually, and shall not absent themselves for frivolous or unnecessary reasons. Any pupil of compulsory school age who is absent or tardy, without a good and sufficient reason, will be promptly reported to the truant officer. If he be older than the compulsory school age, and is habitually absent or tardy, without a good and sufficient reason, he may be suspended until assurance is given that he will attend regularly and punctually.

Sec. 85. Excuses for Absence: Illness of the pupil, sickness or death in the family, or absences which occur when the attendance of the pupil would occasion serious or imprudent exposure of health, are the only legitimate excuses for absence. There is no excuse for tardiness. Upon returning to school after being absent, the pupil shall bring an excuse, stating the cause of absence; and, upon his failure or neglect to do so, he may be suspended until the excuse is forthcoming.

Sec. 86. Absence for the Purpose of Receiving Religious Instruction or Taking Private Lessons: Pupils may be excused for absence for the purpose of receiving religious instruction, or taking lessons in such branches of education as the parent or guardian may desire, provided such absence does not materially affect their regular studies, and satisfactory arrangements are personally made in advance by the parent or guardian with the superintendent.

Sec. 87. Absence from Examinations: Any pupil who shall knowingly absent himself from any regular or appointed examination, shall not be permitted to take such examination upon his return, unless it be shown that such absence was unavoidable; and he shall be recorded as failing upon such examination.

Sec. 88. Injuries to Property: Parents or guardians will be held responsible for any injury done by the pupils to the buildings, furniture, or other property of the schools; and no pupil, whose parent or guardian refuses or neglects to make due reparation for all such damage, shall be allowed the privileges of the schools.

Sec. 89. Insubordination: A pupil who is willfully and persistently insubordinate, may be suspended or expelled, until satisfactory assurance is given by the parent or guardian that the pupil will conform to the rules and regulations of the schools.

Sec. 90. Firearms: Any pupil carrying firearms, or any other deadly weapons, to school, shall be liable to suspension or expulsion.

Sec. 91. Obscenity: Any pupil who shall, on or about the school premises, make any indecent exposure of his person, or any obscene gesture, or use or write any profane or indecent language, draw any obscene picture or representation, or knowingly aid, in any manner, in the circulation of obscene or indecent writing or pictures, shall be liable to suspension or expulsion.

Sec. 92. Insulting Language or Conduct: Any pupil who shall be disrespectful or insulting in language or action towards any teacher or school officer, upon the street or in any public place at any hour of the day, or upon any day of the week, shall be liable to suspension or expulsion, or such other punishment as may be deemed adequate.

Sec. 93. Suspension: No pupil under suspension for persistent irregular attendance and punctuality, bad conduct, or lack of application in his studies, shall be readmitted to the schools until he presents to the principal a written permit from the superintendent authorizing his readmission.

Sec. 94. Criticizing, Upbraiding, or Threatening Teacher: No pupil, patron, or other person shall be permitted, in the presence of the pupils

or teachers, to criticise, upbraid, or threaten a teacher. For persistent violation of this rule, such person shall be liable to prosecution.

Sec. 95. Order of Appeal: In cases of dissatisfaction, the order of appeal shall be as follows: From pupil or patron to teacher; from teacher to principal; from principal or supervisor to superintendent; from superintendent to board of education. Cases will not be considered by the board or superintendent until they have first passed through these channels as indicated.

JANITORS

Sec. 96. Custodians of Buildings and Premises: The janitors are the custodians of their respective buildings and premises; and, as such, they shall exercise vigilance in caring for, preserving, and protecting them. They shall work under the immediate direction of the principals, and shall faithfully execute their orders, as well as those of the superintendent and board.

Sec. 97. Care of Buildings: They shall be held responsible for the condition of their respective buildings and the appurtenances thereto, and shall protect them against damage of any character, or defacement by carving, writing, drawing, etc. They shall exercise care that the roofs are kept free of leaks, the windows properly glazed and closed, and the doors securely fastened.

Sec. 98. Care of Grounds: They shall keep the grounds in a clean and attractive condition, free of all rubbish and waste-paper, and properly set to grass. They shall mow the lawns, and see that the shade trees are properly cared for and protected. They shall see that the lawns are not damaged by persons walking across them, children using them for playgrounds, or in any other manner.

Sec. 99. Preparing Buildings for Opening of Schools: Immediately before the schools open each year they shall wash the woodwork and windows, scrub the floors and stairs of the buildings, dust the walls of the schoolrooms, halls, and cloakrooms, thoroughly clean the water-closets and basements, and in short, put everything in and about the premises in a clean, sanitary, and attractive condition.

Sec. 100. Cleanliness of Buildings: During the time that the schools are in session, they shall each day sweep the schoolrooms, halls, cloakrooms, stairways, and water-closets; and dust the woodwork and furniture, and clean the chalk gutters. As often as necessary, to keep them in a clean and sanitary condition, they shall mop or scrub the floors, dust the walls, wash the woodwork and windows, and flush and scrub the water-closets and basements.

Sec. 101. Hours at Buildings: They shall be in attendance at their respective buildings at all times during school hours, unless sent elsewhere on school business by the principal, superintendent, or board. They shall remain in their respective buildings during the noon intermission while the teachers are away from the building, during which time they shall exercise an oversight over the pupils who remain, and see that they deport themselves properly. They shall be furnished by the principal with a list of the pupils who have permission to remain, and they shall see that no other persons assemble or loiter about the school premises between the time of the forenoon dismissal and 1:00 o'clock p. m. They shall be allowed one hour and thirty minutes for lunch, which they may take either before or after the noon intermission. Should an emergency arise which necessitates their absence from the building at other times than those designated, they shall so report to the principal,

together with the cause, and the time of their return; and, upon receiving his permission, they may depart for the time specified.

Sec. 102. Heating Buildings: They shall have the buildings properly heated at 8:00 o'clock a. m., and maintain them at a uniform temperature of 68 to 70 degrees Fahrenheit during the time the schools are in session. They shall see that each schoolroom is provided with a thermometer, hung at about the level of the pupils' faces, in a place where it will not be affected by warm currents from the heat radiators, or cold currents from windows or doors; and they shall consult the thermometers at frequent intervals during the day to see that the temperature is maintained at the proper standard.

Sec. 103. Heating Apparatus: They shall thoroughly acquaint themselves with the mechanism, operation, and care of the heating apparatus, to the end that it may be operated without injury from overheating, or otherwise, and with economy in the use of fuel. During cold weather they shall see that sufficient heat is maintained at night, on Saturdays, Sundays, and vacations that the water and steam pipes in the buildings do not freeze and burst. At the close of the schools in the spring, they shall thoroughly clean and overhaul the heating plants, and put them in shape for the next year, reporting such repairs as may be needed to the superintendent or board.

Sec. 104. Fire Extinguishers and Hose: They shall keep the fire extinguishers and hose properly adjusted and ready for instant use in case of fire.

Sec. 105. Waste Paper and Rubbish: They shall empty the waste paper baskets, gather up all other waste paper and rubbish, and burn it in the furnaces. Such rubbish as can not be burned, together with the ashes and cinders from the furnaces, they shall cause to be hauled away.

Sec. 106. Sidewalks and Steps: They shall keep the sidewalks and steps cleanly swept; and, after a fall of snow or sleet, shall immediately clear away all snow or ice deposited thereon.

Sec. 107. Ink Wells: They shall keep the ink wells clean and properly filled with ink.

Sec. 108. Clocks: They shall wind the clocks at regular intervals, and keep them properly regulated according to standard time.

Sec. 109. Disinfection: They shall immediately disinfect any schoolroom, or other room or hall, known to have been exposed to a contagious or infectious disease. At regular intervals, they shall disinfect the grade library books, supplementary readers, reference books, pencils, and other materials used by the children in common. They shall also disinfect the closets, or any other part of the building, whenever obnoxious odors are noticeable.

Sec. 110. Repairs: They shall make such minor repairs as do not call for skill or time beyond their capacity to do. All other needed repairs they shall at once report to the principal, superintendent, or board.

Sec. 111. Carry Supplies: On each Monday morning, when the schools are in session, and at such other times as the principal or superintendent may direct, they shall report at the office of the superintendent to convey whatever supplies are to be distributed to the various buildings. If there be more supplies than they can carry, they shall procure a drayman to haul them, reporting the fact, together with the name of the drayman, at once to the superintendent. They shall also convey such supplies, or other materials, as the principal or superintendent may direct, from the various buildings to the superintendent's office, or from any other source to the buildings.

Sec. 112. Flag Days. They shall display the United States flag upon the flagstaff of their respective buildings upon all flag days, and at such other times as the principal, superintendent, or board may

direct. If the weather be such that it would injure the flag to be displayed on the flagstaff, they shall then place it conspicuously in the principal room or assembly hall of the school building..

Sec. 113. Securing Doors and Windows: At 5:00 o'clock p. m. on all school days, unless otherwise ordered by the principal or superintendent, they shall close and lock the doors of their respective buildings; close all of the windows, and securely fasten those on the first floor and in the basement, and such others as are accessible to the fire escapes or otherwise. They shall keep the doors and windows securely fastened at all other times, unless they are present to guard them.

Sec. 114. Fires and Lights: Before leaving their respective buildings, they shall put out all lights, and carefully inspect the fires, and see that everything is safe.

Sec. 115. Visiting Buildings When Schools are not in Session: They shall visit their respective buildings on Saturdays, Sundays, and each day during vacations, to see that everything pertaining to them is in proper order.

Sec. 116. Care of Premises During Vacations: They shall exercise a watchful care over their respective buildings and premises during vacations, keep the yards clear of all litter and rubbish, mow the lawns at regular intervals during the summer vacation, and maintain the grounds in an attractive condition.

Sec. 117. Trespassers: They shall permit no trespassing or loitering on the school grounds or premises, nor allow boys to convert them into playgrounds.

Sec. 118. Other Duties: They shall perform such other duties connected with the care and use of the school property as the principal, superintendent, or board may from time to time direct.

Sec. 119. Vacations: Whenever a janitor desires a vacation from his duties, he shall make application for the same to the board; and, with their approval, he may be granted a vacation for such time and upon such terms as may be mutually agreed upon.

THE SCHOOLS

Sec. 120. School Year: The school year shall consist of nine school months, of four weeks each, exclusive of all holidays and vacations.

Sec. 121. School Terms: The school year shall be divided into two school terms, of eighteen weeks each.

Sec. 122. Date of Opening: The schools shall open on the first Monday in September when such day occurs on the 4th, 5th, 6th, or 7th day of the month. When the first Monday occurs on the 1st, 2nd, or 3rd day of the month, the schools shall open on the second Monday in September. The date of opening the schools may be changed by the board at any time, whenever, in their judgment, exigencies render it advisable to do so.

Sec. 123. Holidays: The schools shall be closed on the following days: Friday of the week of the Huntington County Fair; Thanksgiving Day, and the day following; the two weeks during which Christmas Day and New Year's Day occur; Decoration Day, when it falls on a school day; and such other days as the board shall, from time to time, direct. The schools may be closed during the session of the Northern Indiana Teachers' Association, to enable the teachers to attend that meeting; and they may also be closed for one and one-half days at the end of each term, to enable the teachers to close up and make out their records and reports for the term.

Sec. 124. Daily Sessions: There shall be two daily sessions in all of the schools. The forenoon session shall begin at 8:30 a. m., and close

at 11:45 a. m. The afternoon session shall begin at 1:30 p. m., and close at 4:00 p. m. At the forenoon session, first grade pupils shall be dismissed at 11:00 a. m., second and third grade pupils at 11:15 a. m., and fourth and fifth grade pupils at 11:30 a. m. At the afternoon session, first and second grade pupils shall be dismissed at 3:30 p. m., third and fourth grade pupils at 3:45 p. m.

Sec. 125. Departments: The schools shall be divided into three departments, viz.: Primary schools, grammar schools, and high school.

Sec. 126. Primary Schools: The primary schools shall comprise the first, second, third, and fourth years of the course.

Sec. 127. Grammar Schools: The grammar schools shall comprise the fifth, sixth, seventh, and eighth years of the course.

Sec. 128. High School: The high school shall comprise the ninth, tenth, eleventh, and twelfth years of the course.

Sec. 129. Pupils Entitled to Attend: Children or wards of actual residents of the city, who are between the ages of six and twenty-one years, shall be admitted to the schools free of charge.

Sec. 130. Tuition Pupils: Children of non-residents may be admitted to any of the schools for which they are qualified, if they can be accommodated without discommoding resident pupils, on payment of the legal rates of tuition. Pupils who are not regularly transferred by a trustee shall pay the tuition in advance.

SCHOOL DISTRICTS

Sec. 131. First District: The first district is bounded on the south by Little river; on the east by First street to Byron street, Byron street to Division street, Division street to Gullford street, Gullford street to the corporation line; on the north and west by the corporation line.

Sec. 132. Second District: The second district is bounded on the west by the C. & E. R. R.; on the south by Little river; on the east and north by the corporation line.

Sec. 133. Third District: The third district is bounded on the north by Little river; on the east by South Jefferson street to Sophia street, Sophia street to Charles street, Charles street to the corporation line; on the south and west by the corporation line.

Sec. 134. Fourth District: The fourth district is bounded on the west by South Jefferson street to Sophia street, Sophia street to Charles street, Charles street to the corporation line; on the north by Little river to First street, First street to the Wabash R. R., the Wabash R. R. to the C. & E. R. R., the C. & E. R. R. to Little river, Little river to the corporation line; on the east and south by the corporation line.

Sec. 135. Fifth District: The fifth district is bounded on the east by the C. & E. R. R.; on the south by the Wabash R. R.; on the west by First street to Byron street, Byron street to Division street, Division street to Gullford street, Gullford street to the corporation line; on the north by the corporation line.

ASSIGNMENT OF PUPILS

Sec. 136. First District: All pupils in the primary schools and grammar schools residing in the first district shall attend the Central School, corner of North Jefferson and Tipton streets.

Sec. 137. Second District: All pupils in the primary schools and

the fifth and sixth grade pupils in the grammar schools residing in the second district shall attend the State Street School, corner of State and Condit streets. All seventh and eighth grade pupils in the grammar schools residing in the second district may attend any school in which those grades are taught in which they can be best accommodated.

Sec. 138. Third District: All pupils in the primary schools and grammar schools residing in the third district shall attend the William Street School, corner of William and Milligan streets.

Sec. 139. Fourth District: All pupils in the primary schools residing in the fourth district shall attend the Allen Street School, corner of Allen and Indiana streets. All pupils in the grammar schools residing in the fourth district may attend any school in which those grades are taught in which they can be best accommodated.

Sec. 140. Fifth District: All pupils in the primary schools and grammar schools residing in the fifth district shall attend the Tipton Street School, corner of Tipton and Division streets.

Sec. 141. High School: All pupils in the high school residing in any of the districts of the city shall attend the High School, corner of North Jefferson and Matilda streets.

ADMISSION OF PUPILS

Sec. 142. Pupils Classified Entering First Day: All pupils regularly classified in the schools who enter on the first day of the term shall report to the teachers of their respective rooms, who will assign them to their proper grades.

Sec. 143. Pupils Not Classified Entering First Day: All pupils not regularly classified in the schools who enter on the first day of the term shall report to the principals of their respective schools, who will assign them to their proper grades.

Sec. 144. Pupils Entering After First Day: All pupils who enter after the first day of the term shall report to the principals of their respective schools, who will assign them to their proper grades.

Sec. 145. Pupils Who Have Never Attended School: All pupils who have not attended school for at least one term who will attain the age of six years before the middle of the current term shall be admitted during the first four weeks of the term, and not later.

Sec. 146. Pupils Who have Attended School: All pupils who have attended school for at least one term shall be admitted at any time.

ATTENDANCE OF PUPILS

Sec. 147. Regularity and Punctuality: Regular and punctual attendance of pupils is necessary to the best progress in their studies. Pupils who fall behind their classes on account of absence from school will be demoted to the next lower grade whenever the best interests of the classes or pupils demand it.

Sec. 148. Excuses: Pupils will not be excused for absence except on personal or written request of parents or guardians, and then only for proper and sufficient reasons. The only legitimate excuse for absence is sickness or death in the family, or severe weather, such as would jeopardize the health of the pupils. A pupil present at school will not be excused before the time for dismissal, unless he be sick or injured, except on personal or written request of the parent or guardian, and

then only for good and sufficient reasons, which must be stated in the request.

Sec. 149. Tardiness: There is no legitimate excuse for tardiness. Whenever conditions arise that render it impossible for a pupil to be present at the appointed time, the parent or guardian shall communicate with the teacher or principal before the time for the opening of school; and, if a proper and sufficient reason be given, the teacher or principal may set a time, not later than the middle of the session, for the pupil to be present. If he be present at or before the time set, he is not tardy; if he come later than the time set, but before the middle of the session, he is tardy; if he come after the middle of the session, he shall be recorded as absent, instead of tardy.

Sec. 150. Half-Session Necessary to Attendance: If a pupil come to school after the middle of the session, he shall not be recorded as present at all, but absent the entire session. If he leave school before the middle of the session, and does not return to make up a total attendance equal to one-half of the session, he shall not be recorded as present at all, but absent the entire session. A pupil may be excused, for proper and sufficient reasons, for any portion or portions of the session, not greater in total than one-half of the session, and be recorded as present the entire session. A pupil must be actually present for at least one-half of the session to be recorded as present at all.

Sec. 151. Report to Truant Officer: All cases of unexcused absence and tardiness, except those occurring in the high school, shall be reported to the truant officer by the teacher or principal at the end of the week. They may be reported earlier, whenever, in the judgment of the teacher or principal, it may seem desirable or expedient.

FLAG DAYS

First Monday of September.....	Labor Day
First Day of First Term.....	Opening of Schools
October 12th.....	Discovery of America
Last Thursday of November.....	Thanksgiving Day
December 11th.....	Admission of Indiana
December 25th.....	Christmas Day
January 1st.....	New Year's Day
First Day of Second Term.....	Opening of Second Term
February 12th.....	Lincoln's Birthday
February 22nd.....	Washington's Birthday
March 4th (Every Fourth Year).....	Inauguration of President
May 5th.....	Organization of Huntington County
May 30th (Half-Mast).....	Memorial Day
June 14th.....	Adoption of Flag
July 4th.....	Declaration of Independence

The day of any general, national, or state election.

In case of the death of a school officer, an ex-school officer, or a teacher, the flags of all school buildings shall be placed at half-mast on the day of the funeral.

In case of the death of a pupil, the flag of the school building which the pupil attended shall be placed at half-mast on the day of the funeral.

Such other days as may from time to time be ordered by the board.

CITY FREE LIBRARY

ORGANIZATION

BOARD OF EDUCATION

Mr. Isaac E. Fisher.....	President
Mr. Alonzo D. Mohler.....	Secretary
Mr. John R. Emley.....	Treasurer

EXECUTIVE COMMITTEE

Mr. William P. Hart, Chairman	
Mrs. Edna B. Felter, Vice Chairman	
Mr. Herman E. Taylor, Secretary	
Mr. Peter Martin, Treasurer	
Mr. Samuel M. Saylor	Miss Mary B. Cox
Mr. Jacob H. Heaston	Mr. Michael W. Moore
Mrs. Ella H. Sexton	Mr. Eben Lesh
	Mrs. Emma R. Gibeay

LIBRARIANS

Miss Winifred F. Ticer.....	Librarian
Miss Priscilla J. McArthur.....	First Assistant
Miss May I. Smith.....	Second Assistant
Miss Katherine I. Hartman.....	Substitute

JANITOR

Henry O. Fisher

HISTORICAL SKETCH

By Samuel M. Saylor, Member of Executive Committee

Men and women with unselfish, altruistic motives and ideals always build better and broader than their vision. The fundamental reason for this truth lies in the fact that others who follow in their wake use the finished product of the former only as a foundation for their own altruistic endeavors. If the band of public spirited citizens and teachers of the small city of Huntington who founded the Public School Library had been asked at their first meeting, June 2, 1874, to look ahead thirty-five years and describe the library which they had it in their minds and hearts to establish, the present City Free Library of Huntington would have far exceeded their most extravagant ideal.

The first meeting was entirely preliminary to any organization. Dr. James Baldwin, the Superintendent of the City Schools, was the chairman of the meeting, and Dr. Abner H. Shaffer, a member of the Board of School Trustees, was the secretary. At the first meeting, a committee consisting of James Baldwin, John F. Moses, Richard C. McCain, and



SEWING—SIXTH, SEVENTH, AND EIGHTH GRADES

Miss Eliza A. Collins, was appointed to prepare and report to a meeting to be held, June 9, 1874, a constitution. The meeting held June 9th perfected a permanent organization.

The preamble so cogently states the fine purpose of the founders, and so well sets forth the educational conditions of the city at that time, that I quote somewhat at length from it:

"Whereas, our system of education in the Public Schools, although admirable in its plan and effective within its proper sphere, nevertheless embraces only the mere elements of learning and stops just as soon as the foundation of an education is laid; and

Whereas, we believe that something supplemental is demanded, which shall enable the youth now attending school to complete the superstructure of their education, and which shall serve as a means of culture and improvement accessible to all and available through life,

"Therefore, we, the undersigned, do establish and found a Library which shall forever be an appurtenance of the Public Schools of the City of Huntington, the object of which shall be to furnish the supplemental means of culture and improvement spoken of above."

The membership of the Public School Library Association consisted of life members and yearly members, the difference being in the fact that life members paid the aggregate sum of \$12.00 into the treasury, in quarterly payments of \$1.00 each, and the yearly members the sum of \$2.00, in quarterly payments of 50 cents each. Hon. H. B. Sayler leads the list of life members, as published in the First Annual Report of the Superintendent of the Public Schools. The first officers were as follows: James Baldwin, President; William McGrew, Vice President; Miss Melinda M. Embree, Secretary; Enos T. Taylor, Treasurer; all of whom, by virtue of their offices, were members of the Board of Managers. The other members of the first Board of Managers were John Roche, John F. Moses, Thomas Burns, and Miss Eliza A. Collins.

There were sixty-two life members of the Public School Library Association, from its inception to the time of the establishment of the City Free Library. Of this number, twenty-four are known to have departed this life, twenty-three have changed their places of residence from Huntington, and the following twelve persons still live in the city and its immediate vicinity: Thomas Burns, John Kenower, Wesley W. Hawley, Boston H. B. Grayston, Aurellus S. Kopp, John C. Altman, Joseph H. Hegner, Buell M. Cobb, W. R. Purviance, James H. Ewing, James B. Kenner, and George McCartney.

The Second Annual Report of the Superintendent of the City Schools of Huntington makes a detailed report of the number of volumes in the Public School Library, and shows that there were in the Library 1,248 volumes, of which 112 were History, 129 Science, 607 cyclopaedias and other books of reference, 57 Travels, 75 Fiction, etc. The very rapid growth of the Library in its early history was occasioned by the merging with it of the Mechanics and Working Men's Library of the city, which had been established through the benefaction of William McClure, who founded the famous New Harmony Library at New Harmony, Indiana, and who died at San Angel, Mexico, March 23, 1840. Many libraries were established over the State of Indiana through this benefaction, and they became the foundations for many fine public libraries in the state.

In the early history of the Public School Library, great gastronomic patriotism and fervor were exhibited on the part of the citizens of Huntington, in the number of festivals, oyster suppers, and feasts, at 25 cents admission, which were given in behalf of the Library. The writer vividly recalls the famous "Necktie Social," given at the hall of the Central School building, then the principal school building of the city; and how Housman's Famous Silver Band called the good citizens of Huntington together for the occasion; and how one of our present promi-

nent bankers was an indispensable operator on one of the horns in that band. In speaking of the band to-day, mention was made of the fact that this banker was a prominent member of that organization; and the suggestion was made, "Why, he can't sing a note;" to which suggestion the answer was made, "That was the reason he was in the band, he made the instrument do it."

The "Necktie Social" was one of the landmarks in the development of the Library, being the first entertainment given in behalf of it, and occurring Oct. 23, 1874. It was a great financial success, netting \$70.17 for the Library. The old band boys, by their music, contributed materially to the success of the entertainment, and the event is remembered by very many of the older citizens. What a fine thing it would be if all of the old band boys and the first officers and members of the Library Association could again be gathered together, to render and listen to one of the favorite old pieces of band music—one which, doubtless, was rendered on that famous evening, "Come Where My Love Lies Dreaming."

The writer confesses that once in a great while he grows reminiscent; and, though it savors somewhat of the suspicion that he is growing just a little bit older, yet, when he does get in such a reminiscent mood, he ventures the suggestion that those old band times were just a little sweeter than they now are.

The first librarian was Miss Melinda M. Embree, a teacher in the public schools. She held the position from the date of the organization until February 1, 1876. During the first months, the Library was used only as a reading room and reference library, and was not opened as a circulating library until January 20, 1876. On February 1, 1876, Miss Eliza A. Collins was elected secretary, and became the first librarian who assumed any of the active duties of the office. She was a teacher of great merit, and was one of the most enthusiastic supporters of the library movement. She served one year, when she was called to Indianapolis, as a teacher in the public schools of that city, and remained there until her death.

The next librarian was James Roche. He was a brother of John Roche, and had for many years been the librarian of the Mechanics and Workmen's Library. He was one of the best informed men who ever lived in the county, but a serious impediment in his speech made him a recluse, and he could only be tolled away from his home by his great love for the Library. It is said that he had read every book in the Mechanics and Workmen's Library, being many more than 1,000 volumes. He remained librarian until January, 1885, when he was succeeded by Miss Mary Hawley, who served until January, 1887.

The public interest in the Library lagged somewhat after Superintendent Baldwin left Huntington, in 1883, until 1887. In January of that year, the following persons were chosen as Board of Managers: Enoch G. Thomas, Miss Alice Moore—now Mrs. L. P. Boyle, of Chicago—R. C. Griffith, S. M. Saylor, William Bell, J. C. Altman, William McGrew, and William Ewing. They elected E. G. Thomas, President; William Bell, Vice President; Miss Alice Moore, Treasurer; and S. M. Saylor, Secretary and Librarian.

At the beginning of the school year of 1887-88, Mr. Robert I. Hamilton entered upon the office of superintendent of the city schools. The last named committee made an effort to get the City Council of the city to take over the Library and maintain it. This effort failed. During the years 1887, 1888, and 1889, the writer was the attorney for the Board of School Trustees. Through the efforts of the above named Board of Managers, seconded by the individual efforts of Supt. R. I. Hamilton and the writer as attorney for the Board of School Trustees, a way was planned by which, on April 24, 1889, the School Board established the

Free Library of the Public Schools, and carried through the negotiations by which it acquired the books and pamphlets of the Public School Library. Hon. Samuel McCaughey, and Messrs. E. E. Allen and James R. Slack constituted the Board.

The Library was organized under the law relating to the establishment of libraries in connection with the common schools of cities, approved March 5, 1883, and sections 4525 and 4526 of the Revised Statutes of 1881. By an order of the Board, the active management of the Library was placed in the hands of an executive committee, consisting of the superintendent of the city schools, as chairman, and two citizens of each ward in the city, to be appointed for two years, except the first committee, half of whom were to serve one year, and the other half two years. This committee is subject to the control of the Board of School Trustees in all of its acts; but the practical operation of the plan results in the committee performing all of the duties concerning the library, and a resolution of approval by the Board at the end of each year.

When the Free Library was first organized, there were three wards in the city. These have now increased to five, and the membership has increased from seven to eleven.

Supt. R. I. Hamilton was the first chairman of the committee under the reorganization, and he held that position until 1903, since which time Supt. William P. Hart has been chairman.

The first librarian was Miss Maggie C. Dalley, who served in that capacity from August, 1889, to August, 1898. The next librarian was Miss Lyle Harter, who served from August, 1898, to December, 1904, since which time Miss Winifred F. Ticer has been librarian.

Miss Winifred F. Ticer was assistant librarian from Oct. 22, 1900, to July, 1905. Miss Priscilla J. McArthur was second assistant librarian from January, 1905, until July, 1905, when she became assistant librarian; and she has served in that capacity until the present time. Miss May I. Smith has been second assistant librarian since February 1, 1906.

Mr. Ezra T. Lee was the first vice chairman of the committee, and continued to hold that office until Mrs. Edna B. Felter was chosen his successor on his retirement from the committee in 1896. Mrs. Felter has held the position from that date to the present time.

Mr. S. M. Saylor was the first secretary, and served until April, 1896. He was succeeded by Mr. Frank Guthrie, who was secretary until May, 1901. Mr. John Q. Cline was elected in May, 1901, and served until April, 1903. He was succeeded by Mr. Maurice L. Spencer, who served until July, 1905, when Mr. Herman E. Taylor was chosen his successor, and he has acted in that capacity until the present time.

Mr. John Frash was the first treasurer, and acted in that capacity until his retirement from the committee in 1896. Mr. Jacob W. Ford was chosen his successor, and held the office until April, 1908, when Mr. Peter Martin was chosen his successor, and he is the present treasurer of the committee.

The following named persons have been members of the Executive Committee of the City Free Library at various times since its re-establishment: B. F. Ibach, Dr. B. H. B. Grayston, E. T. Lee, John Frash, O. W. Whitelock, S. M. Saylor, Miss Mary B. Cox, Mrs. Edna B. Felter, Miss Josephine Cox, J. W. Ford, S. E. Cook, W. A. Branyan, J. Q. Cline, M. L. Spencer, Dr. Helen K. McIlvaine, Herman E. Taylor, Mrs. Ida C. Reichenbach, Mrs. Ella H. Sexton, Mrs. Anna Balfour, James Kennedy, H. I. Young, C. K. Lucas, J. H. Heaston, Eben Lesh, Mrs. Emma R. Gibney, M. W. Moore, Peter Martin, R. I. Hamilton, and W. P. Hart.

In the year 1902, Hon. Andrew Carnegie gave to the Board of School Trustees of the City of Huntington the sum of \$25,000.00 with which to build a library building, on the condition that at least \$2,500.00 per year

should be expended by the School City of Huntington for the maintenance of the Library; and also that the city provide suitable grounds on which to build the building. These conditions were complied with, and the present beautiful and commodious library building was opened to the public on Saturday evening, February 21, 1903.

That the conditions have been liberally complied with is evidenced by the fact that the tax levy for the maintenance of the library for the year 1908, and available for 1909, is eight cents on the \$100.00 valuation in the city, and will yield the approximate sum of \$3,800.00.

In the month of December, 1902, the name of the Library was changed to City Free Library. A tablet stating the gift of Hon. Andrew Carnegie has been placed on the walls of the building. This beautiful building, with its furniture as it now stands, represents an expenditure of about \$28,000.00. It is an ideal building for the purposes of a library, and has been chosen several times by experts as the ideal type of a library building.

The selection of books has been in the hands of the executive committee, and great care has been exercised in the purchases which have been made. The Library is rapidly becoming one of the choicest and best in the State of Indiana. The ideal of the committee is to provide such a library as will furnish the answer to any intelligent, useful, inquiry, whether in science, art, history, travel, or literature, and is rapidly becoming a rare collection of most valuable books. The number of bound volumes in the Library is 16,034, and there are about 3,000 pamphlets. A dictionary card catalogue of the Library is being made, and now numbers about 30,000 cards. The circulation of the Library since 1889 aggregates 532,116 volumes, and the number of books purchased is 14,186.

The City Free Library is an institution of which the whole city of Huntington is justly proud; and we, who have aided in directing its growth, look forward to a still more abundant realization of our most cherished hopes for the success and growth of this beautiful and commodious library.

REPORT OF LIBRARIAN

Office of the Librarian,)
Huntington, Indiana.)
August 1, 1908.)

To the Executive Committee of the City Free Library:

Ladies and Gentlemen: I herewith submit to you a report of the Huntington City Free Library for the five years ending July 31, 1908.

In reporting the progress of the work of the City Free Library for the past five years, special notice must be given to the-reference work, which has been steadily pushed to the front until it is now recognized by our library force as the most important factor in our everyday library life.

Seventy-eight periodicals and newspapers are on file in the general reading room, classified as follows:

PERIODICALS IN LIBRARY.

Number of Magazines, Quarterly.....	7
Number of Magazines, Bi-Monthly.....	2
Number of Magazines, Monthly.....	42
Number of Magazines, Semi-Monthly.....	1
Number of Magazines, Weekly.....	14
Number of Newspapers, Weekly.....	3

Number of Newspapers, Semi-Weekly	0
Number of Newspapers, Daily	5
Number of Religious Magazines	4
Total	78

These periodicals are bound at the end of the year, and placed upon the shelves for reference upon all up-to-date questions. The Library now contains over sixteen hundred bound volumes of magazines and newspapers, which are constantly used by the reading public for all kinds of reference work. Business men, high school students, literary clubs, church workers, and the laboring men of the city daily seek information, which is readily accessible by the use of our cumulative index and readers' guide to periodical literature.

We are doing, and have been doing, everything possible to encourage the young people to use the library. Much might be said on the subject of how to manage the children's room of a library without a special children's librarian. We have had many experiences in this line of work. The satisfactory arrangement of the Library has made many things possible that could not have been accomplished had the children's room been thrust to one side, or been placed downstairs.

The first of December of each year, all books containing Christmas stories, Christmas poetry, and articles pertaining to Christmas customs are covered with a temporary binding of red canvas, and placed in a revolving bookcase at the entrance of the children's room. Here they are examined with loving, eager eyes by child and teacher, until the holiday season is over.

Washington's birthday and Lincoln's birthday are celebrated in the usual manner. Pictures and bulletins illustrating the life of each are placed in conspicuous parts of the room.

One year we made a tiny Abraham Lincoln log cabin, and placed it on exhibition in the children's room for ten days before Lincoln's birthday. The directions for making this cabin were found in one of the Board Handy Books. It was made of twigs, and glued to a board 2 feet by 2½ feet. Moss was laid on the board to represent grass. The chimney was made of matches, plastered with putty. This pleased the children more than anything we have ever attempted.

Additions to the Library During the Past Five Years

	1903-04	1904-05	1905-06	1906-07	1907-08	Total
Volumes Purchased	465	950	699	744	806	3664
Volumes Donated	20	13	8	30	43	114
Government Publications	22	167	167	162	109	627
Total Volumes Added	507	1130	874	936	958	4405

We do not have a regular story hour; but, on different occasions, we have entertained the school children at the Library. The most successful of these entertainments was one October, when the assembly room upstairs was gaily decorated with corn shocks, pumpkins, and big black cats, and stories were told to the various grades of the city public schools. During this week, six hundred children listened to tales of Halloween, pumpkin stories, and stories of chivalry, so dear to the heart of the average fifth and sixth grade boy and girl. Each child was

given a bookmark, containing a list of good books to be found in the library. Our chief purpose in giving these entertainments is to attract the children to the Library, interest them in its work, and cultivate in them the habit of coming to it and using it.

Number of Bound Volumes in Library

	1903-04	1904-05	1905-06	1906-07	1907-08	Average
Number First of Year.....	11901	12408	13538	14412	15348	13521
Added During Year.....	507	1130	874	936	958	881
Gross Number.....	12408	13538	14412	15348	16306	14402
Withdrawn During Year.....	80	258	84	40	272	146
Net Number.....	12328	13280	14328	15308	16034	14256

Number of Membership Cards Issued for the Past Five Years

Number of Cards Issued in 1903-04.....	1061
Number of Cards Issued in 1904-05.....	1453
Number of Cards Issued in 1905-06.....	1343
Number of Cards Issued in 1906-07.....	1569
Number of Cards Issued in 1907-08.....	1288

Total Cards Issued in Five Years.....	6714
Average per Year.....	1343

When the first warm days of summer come, and the busy, hard worker of the year begins to think about his vacation, we place in the entrance of the building an attractive bulletin, with pictures upon it of cool mountain glades, sparkling springs with brook trout, the lashing waves of the seashore, the mountainside with its game for the hunter, so that the reader may decide for himself, with our aid, the spot most dear to his heart and within the compass of his purse. Printed upon the bulletin is the suggestion, that if he can not take a vacation, he can at least read and enjoy our many beautifully illustrated books of travel, which will take him to many strange and wonderful places he would wish to visit, without any cost whatever.

Average Circulation for the Past Five Years

	1903-04	1904-05	1905-06	1906-07	1907-08	Average
Days Library Was Open.....	306	307	306	306	307	306
Largest Daily Circulation.....	211	224	238	280	223	235
Smallest Daily Circulation.....	24	29	22	28	25	26
Average Daily Circulation.....	82	100	107	109	103	100
Largest Monthly Circulation....	2793	3425	3666	3391	3416	3338
Smallest Monthly Circulation...	1683	1728	1928	1890	1908	1827
Average Monthly Circulation...	2097	2565	2737	2786	2641	2565
Total Circulation.....	25160	30785	32838	33431	31699	30783

While cataloging an unused section of the Library, a number of old books were found, which suggested the idea of having an exhibition of old books to attract people to the Library. The exhibition opened with thirty-five or forty books loaned by the citizens. We also had an attractive display of autographs of prominent men and women of the world, loaned by Miss Hildreth Helney, of this city. The oldest volume loaned was printed in 1684. The oldest book in the Library is a volume of Montaigne's *Travels in Italy*, printed in 1774. This exhibition brought many people to the Library, and resulted in the donation of several old volumes.

Classified Circulation for the Past Five Years

	1905-06	1906-07	1907-08	1908-09	1909-10	Average
Bound Magazines.....	48	65	51	60	65	58
Biography.....	657	624	716	712	763	695
Philosophy.....	59	97	77	80	102	83
Religion.....	267	249	299	338	328	296
Sociology.....	207	248	314	443	536	350
Philology.....	2	3	5	5	0	3
Science.....	270	291	343	340	377	324
Useful Arts.....	130	154	185	164	170	161
Fine Arts.....	218	211	270	294	352	269
Literature.....	910	1190	1237	1348	1387	1214
History.....	1152	2076	2381	2262	1954	1965
Fiction.....	21240	25577	26960	27385	28665	25365
Total.....	25160	30785	32838	33431	31699	30783

Beginning in January of each year, we post bulletins of the birds which stay in or come to Indiana each month. These bulletins consist of attractively arranged pictures of birds, and little verses describing the birds, and they are changed each month. All books about birds are placed upon a shelf near the bulletins.

In February, 1906, we began the use of the Library of Congress catalog cards, and the remainder of the uncataloged books in the Library were recorded by this method. The catalog is now nearly complete, the books of the children's department being at present in the hands of the cataloger.

In September, 1907, the teachers of the city public schools were invited to the Library to meet the librarians and the members of the Library Board. About forty-five teachers responded to this invitation, and a short social hour was spent; after which, each instructor was presented with lists of good books to be found in the Library on King Arthur, chivalry, Indiana, etc. Over one hundred picture bulletins were on exhibition in the assembly room, and lists were given each teacher, with explanations that these bulletins were for circulation throughout the schools and clubs of the city.

This winter, each teacher in the city was given a copy of the Matilda Zeigler Magazine for the Blind, with the hope that more of these deprived persons might be reached and benefitted. This magazine is sent free to all blind persons in the United States, and the publishers are desirous of receiving the names and postoffice addresses of all such persons. Mrs. Zeigler does this great work in memory of her husband,

who died a few years ago. The magazine is printed in two kinds of type, the American Braille, and the New York Point, both of which are received at the City Free Library each month.

Summary of Circulation for the Past Five Years

	1903-04	1904-05	1905-06	1906-07	1907-08	Average
Fiction.....	12240	14763	16071	16715	16000	15158
Miscellaneous.....	2120	2766	3109	3167	3155	2863
Juvenile Fiction.....	9000	10814	10889	10670	9665	10208
Juvenile Miscellaneous.....	1800	2442	2769	2879	2879	2554
Gross Total.....	25160	30785	32838	33431	31699	30783
Renewals.....	489	519	574	593	346	504
Net Total.....	24671	30266	32264	32838	31353	30279

We have recently added to the Library a new method of instruction and entertainment, in the form of stereoscopic views. We now have four sets of the Underwood pictures, as follows: one hundred views of Switzerland; seventy-two views of Japan; eighteen views of the Rhine; and twenty-four views of Holland. These views, with the stereoscope, are loaned to the teachers, to the clubs, and to individual patrons of the Library, upon promise of good care and safe return. It is the intention of those in charge to add to this collection when possible.

All of the librarians are kept busy with the circulating and reference work and card cataloging. The Library Board has been most faithful in its efforts to give to the public an institution of which the city should be proud. Through their help, many things have been accomplished in library work which keep the institution in touch with all modern methods of administration.

Respectfully submitted,

WINIFRED FLEMING TIGER, Librarian.

RULES AND REGULATIONS

1. The Library shall be open on all days from 9:00 a. m. to 9:00 p. m., except Sundays, New Year's Day, Washington's Birthday, Memorial Day, Fourth of July, Labor Day, Thanksgiving Day, Christmas Day, and such other days as the Executive Committee may from time to time determine.

2. The Librarian shall have charge of the Library, the books, and other property belonging thereto, and shall be responsible for the safety of such books and property, for the proper conduct of the Library, and for the preservation of order therein.

3. Any citizen of Huntington shall be entitled to the use of the books of the Library on complying with either of the following conditions: First, by giving as security the signature of some responsible citizen of Huntington, upon the blank certificate furnished for that purpose; second, by depositing the value of the book, which deposit shall be refunded upon the return of the book in accordance with the rules and regulations.

4. Persons not living within the corporate limits of Huntington, but who pay city taxes, upon presentation of city tax receipts, shall be entitled to the use of the books of the Library upon complying with the conditions prescribed for residents of the city. Other non-residents of the city, residing in Huntington County, shall be entitled to the privileges of the Library upon payment in advance to the Librarian of an annual fee of fifty cents, and compliance with the conditions prescribed for residents of the city.

5. Each person entitled to draw books from the Library will be supplied with a card inscribed with the register number, name, and residence of the holder. Each holder of a library card is entitled to one additional card; which additional card, however, is limited to non-fiction books. Each of these cards respectively must be presented whenever a book is taken, returned, or renewed. A change of residence of a borrower must be immediately reported to the librarian.

6. Each teacher in the city public schools, in addition to the general cards above specified, shall be entitled to one teacher's card for the pedagogical library; and also to one schoolroom card, on which he may draw not more than six books at any one time for reference work in school; which additional cards shall be subject to the same rules as general cards, except that not more than one book on the schoolroom card is subject to renewal.

7. Each holder of a card is entitled to draw one volume at a time on each card, or two volumes of the same work on fiction.

8. Encyclopedias, dictionaries and other works of reference, elaborately illustrated books, and such others as may be considered by the Librarian unsuitable for general circulation, may be used only in the Library rooms.

9. Bound volumes of magazines may be taken out upon the payment of ten cents for each volume so taken.

10. Any book in the circulating department may be reserved for twenty-four hours, upon request and payment of one cent to cover cost of notification.

11. Books drawn out on cards may be retained for two weeks, and may be once renewed for the same period. After one renewal, a book cannot be taken out again by the same borrower until the expiration of two days, exclusive of days when the Library is closed. Any book of recent purchase, labeled "Seven Day Book," must not be retained more than one week in any one household, and shall not be renewed. Books can not be exchanged the same day they are taken from the Library.

12. A fine of three cents per day must be paid on each volume which is not returned according to the rules and regulations; and no book will be issued to any person on his own card, or that of any other person, until all fines are paid. Provided, that the fine on any volume shall not exceed the value thereof.

13. Delinquents will be notified through the mail within five days after their delinquency has occurred; and a second notice will be sent at the end of another period of five days. If the book is not returned within one week thereafter, the guarantor will be notified of the fact. If the book is not returned within one month after serving the first notice, the Librarian will proceed to collect the value of the book, together with postage and other expenses of collecting same.

14. Writing or marking in books is prohibited; and all injuries to books, and all losses shall be promptly adjusted to the satisfaction of the Librarian. The registered card holders are in all cases responsible for books drawn on their cards, by whomsoever presented.

15. Lost cards will be replaced with duplicates, provided all books drawn upon them have been returned and all fines paid, in either of the following ways: First, at the expiration of seven days, by the payment

of ten cents; second, at the expiration of thirty days after formal notice to the librarian of said loss, without cost. School children losing cards may receive duplicate cards by filing with the librarian a written certificate from the teacher, certifying that the child is worthy and entitled to a renewal.

16. No book shall be issued to a family in which there is a contagious or infectious disease. Contagious or infectious diseases breaking out in a family where a book is held necessitates the disinfection of such book. The librarian shall not accept such a book when returned, unless it be accompanied with a certificate from the Board of Health certifying that the book has been properly disinfected.

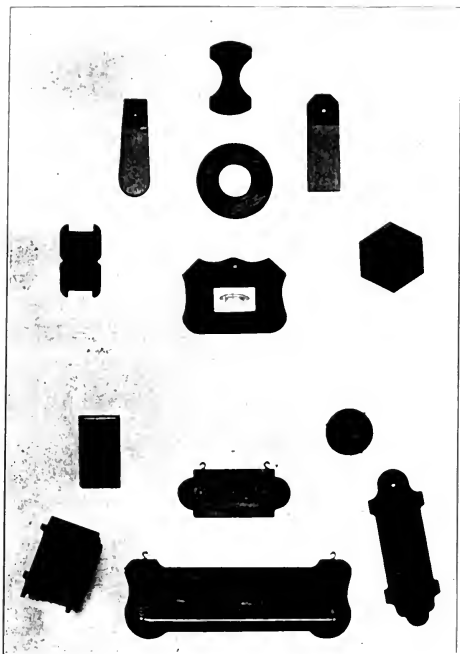
17. These rules and regulations are subject to alteration, amendment, or revision at the pleasure of the Executive Committee.

INFORMATION FOR READERS

Classification: The books are arranged on the shelves and in the subject list according to the decimal classification of Mr. Melville Dewey, of the New York State Library. The field of knowledge is divided into nine main classes, and these are numbered by the digits from one to nine. Cyclopedias, periodicals, etc., so general in character as to belong to no one of these classes, are marked naught, and form a tenth class. Each class is similarly separated into nine divisions, general works, belonging to no division, having naught in place of the division number. Divisions are similarly divided into nine sections, and the process is repeated as often as necessary. Thus, "379" means class 3 (Sociology), division 7 (Education), section 9 (Public Schools); and every book treating of Public School Education is numbered 379. Since each subject has a definite number, it follows that all books on any subject must stand together. The Cutler author marks are used in Fiction and Biography.

Card Catalogue: A complete card catalogue of the Library has been prepared. This contains full entries of every book under author, subject—or subjects, if it treats of several—and title. The librarian and assistants cheerfully aid those desiring help in the use of the card catalogue.

Marked Books: Books marked "R" will be found on the reference shelves of the Library, and are not to be taken from the building. Those marked "J" will be found in the juvenile department.



KNIFE WORK—SIXTH GRADE

HISTORICAL STATISTICS

HISTORICAL SKETCH OF THE SCHOOLS

The present generation, with its modern, palatial school buildings, equipped with all the apparatus, books, and supplies that go to make up a successful school system, and with its splendidly trained corps of teachers, can scarcely realize the hardships, struggles, and meager facilities of the early settlers of the city in obtaining the most rudimentary educational training for their children.

As we trace the progress of the public schools of Huntington, we find much to rejoice over, notwithstanding the hardships that have clustered about almost every step, from the time when log cabins with puncheon floors, slab seats, and the dim light afforded by the greased paper substituted for glass in the holes called windows were the best that could be afforded, to the present condition of elegant appointments. The transition, although so gradual has been great; and yet there will come to many, recollections of associations long since sundered, at the thought of which the eye will involuntarily shed an honest tear. There are some teachers about whose memory we would doubtless entwine garlands, could their toil and sacrifice be recalled and pictured in all their unselfish, conscientious devotion to duty; but they are gone long since, and the tide of years has swept away almost every trace of them save their names, and these let us remember and perpetuate.

Although the first settlement on the site of the city was made by Joel Helvey and his brother Champion Helvey in 1831, it was not until three years later that any attempt was made to establish a school. The first school in Huntington was opened by William Delvin, in December, 1834, in a part of a log hotel erected by Jonathan Keller. The location was a little west of the Collins Ice Cream Company's plant, on West State street. Mr. Delvin was a native of Ireland, but had emigrated to this country with his parents when quite young; and he had been educated at Hagerstown, Maryland. He was surveyor of the county for several years after its organization, and died in Huntington, January 29, 1841.

In the winter of 1835-36, C. H. McClure taught in the new log schoolhouse, used for both schoolhouse and courthouse. It was situated on West State street, on the present site of the residence of Dr. George M. O'Leary.

Jonathan Sargent taught the school in 1836-37. He was a polished and energetic young man, noted for his piety and scholarship. He "boarded around among the pupils," but stayed the greater part of the time with the family of Mrs. Mary Roche, the mother of John and Bridget Roche, for the reasons, as he stated them, "that Mrs. Roche baked good, palatable corn pone, and her boys did not swear." Mr. Sargent has the credit of organizing the first Sabbath school in Huntington, supplying the books therefor from his own private means.

A summer school was taught in 1837 by Miss Amy Swift, who was the first woman to teach in Huntington. In the winter of 1837-38 Leonard Winans taught the school, and he was succeeded in 1838-39 by Raleigh Madison. There is no available record of the teacher who taught during the year of 1839-40.

The late General James R. Slack taught the school in 1840-41. He taught in the first frame school building built in Huntington, situated near where the Weber & Purviance elevator now stands. The old schoolhouse is still in

existence, and stands a short distance east of its first location, one door north of the James W. Shock cement works. It is owned by Nicholas Spitzenberg, and at present is occupied as a residence by Philip B. Knecht.

Miss Lucy Montgomery taught a summer school in 1841, and the winter school of 1841-42. Harmon Montgomery, an uncle of Senator H. M. Purviance, taught the term of 1842-43; John B. Fairbanks that of 1843-44; and John K. Snyder was the teacher in 1844-45.

The board of trustees at this time were Capt. Elias Murray, Charles Taylor, G. Manning, and Chelsea Crandal, the grandfather of Alonzo A. Crandal. Dr. F. W. Sawyer was school examiner at this time.

In 1845-46, E. P. Washburn and Miss Rose Ferry were the teachers. Their joint efforts at school teaching were so congenial that they were joined together "for better or for worse" at the close of the term. A Mr. Walker taught the school in 1846-47.

John Skiles, an uncle of John D. Skiles, of the News Publishing Company, taught the school in 1847-48, in the old courthouse, on the corner of Franklin and Jefferson streets. To quote his own language, "the pay was \$1.50 per pupil, for the term of three months; there were seventy-five pupils, and about fifty classes, as very few of the pupils brought the same kind of books."

Miss Harriet S. Delano taught the school in 1849-50; and Joseph H. Swall and his wife had charge during the year 1850-51. The school was taught this winter in the old courthouse.

The first brick school building was constructed in 1851. It contained two rooms, and was located on the hill, near St. Peter and Paul's Catholic Church. It was used for school purposes until 1862. The building still stands on the same ground, and is now owned and occupied as a residence by Charles Ackerman. The first teachers in this building were Walter Richards and his wife, who taught from 1851 to 1853.

On January 3, 1853, the Town Council appointed Benjamin Orton, an uncle of Mrs. A. D. Mohler, Joseph W. Purviance, the father of Roscoe Purviance, and F. G. Frairie as the first Board of School Trustees of the Borough of Huntington. Mr. Frairie refused to serve, however, and on February 23, 1853, the Town Council appointed Alfred A. Hubbell, the father of Mrs. Alida L. Tuttle, to serve in his stead. The statute authorizing the levy of a tax for public school purposes had become a law a short time prior to the appointment of this board of school trustees.

Misses Celia Sprague and Maria L. Freeman taught the schools in 1853-54, and Miss Sprague continued as principal in 1854-55. Adrian Spalding, and his daughter, Miss Julia Spalding, had charge of the schools from 1855 to 1857. Joseph Z. Scott and Miss Lizzie Tyson, a lady of fine scholarship and address, were the teachers from 1857 to 1859. From 1859 to 1861, George S. Brinkerhoff and Miss Lizzie Tyson had charge. J. O. Packard and Miss Mary Oliver taught the schools during the year 1861-62. They were the last teachers to teach in the brick schoolhouse on Cherry street.

In 1862, the school board sold the brick building on the hill, and purchased the old "Rock House," an old stone hotel building that had been built by General John Tipton in 1835, situated on the corner of Warren and Matilda streets, on the present site of the City Free Library. The cost of this building and four lots was \$1,800, and its purchase by the school board led to some severe criticism at the time; but time has demonstrated that the board were wiser than their critics. This building was occupied by the schools until the completion of the present Central School building in 1873.

The first teachers in the Rock House School were as follows: Rev. Richard A. Curran, J. O. Packard, Miss Mary Oliver, and Mrs. Laura B. Butler, mother of Thad Butler. Rev. Curran continued as principal for the following year, 1863-64, when he was succeeded by Benjamin F. Bach, who served as principal until 1866. William Weber, a brother of Anthony A. Weber, was principal during the year 1866-67.

In 1867, Dr. Daniel Yingling was appointed on the board of school trustees. Dr. Yingling was a man of progressive ideas, and he conceived the plan of securing a thoroughly equipped man to take charge of the schools who could organize them on a graded basis. With this end in view, Ralph S. Gregory was appointed as principal, and served during the year 1867-68. Mr. Gregory proved to be a very capable man, and his work was very satisfactory. It is very probable that not a little of the sentiment that led to the demand for better school accommodations and a better school system, which culminated in the building of the present Central School building, had its inception with his work as principal of the schools.

James McAfee was principal in 1868-69; S. J. Blanpied, from 1869 to 1871; Chester W. Church, a brother of Mrs. Rev. J. A. Beatty, in 1871-72; and James W. Gusman, in 1872-73.

The first decisive movement toward a thorough permanent organization of the schools was made in 1872, by Dr. Abner H. Shaffer, Samuel F. Day, and William C. Kocher, who at that time constituted the board of school trustees. To them belongs the honor of planning and constructing the present Central School building, which for thirty-five years has served as a temple of learning for the youth of Huntington.

The building was ready for occupancy in 1873, and Dr. James Baldwin was employed as the first superintendent of the Huntington city public schools, which position he continued to fill for ten years, until 1883. Dr. Baldwin was a man of remarkable talent and capability, and during his incumbency he built the schools up to a high state of efficiency. He sowed the seeds that have ripened into a rich harvest of a splendid school sentiment that has made Huntington famous in school circles. He accomplished this largely by enlisting the personal interest of the patrons and citizens in the work of the schools, by appointing them on large visiting committees, library boards, and in many other ways.

Although more than a quarter of a century has passed since Dr. Baldwin betook himself bodily from the Huntington schools, his spirit still abides in them, and manifests itself in every department. The earmarks of his work are plainly discernible on every hand. The City Free Library will ever remain a splendid monument to his memory.

His portrait hangs over the desk in my office, and he is looking down at me now as I write this. I call him my monitor. He is constantly saying to me, "Young man, I am the man who organized and built up these schools. Look well to it, sir, that you keep them up to the high standard that I set for them."

Dr. Baldwin has had a very successful career since leaving Huntington. He has written many valuable books on educational and literary subjects, and is a recognized authority on mythology. He is at present engaged in the editorial department of the American Book Company at their headquarters in New York City.

Morgan Caraway was superintendent of the schools from August, 1883, to August, 1884. He is now living at Muskogee, Oklahoma.

John W. Caldwell was superintendent from August, 1884, to August, 1887. He was a very methodical, painstaking worker in all that he attempted; and he possessed a strong capability for details and organization. It is to him that we are indebted for much of the statistics concerning the early history of the schools, which he collected while he was superintendent. He died January 27, 1907, at Milleraville, Pennsylvania. He is the only ex-superintendent of the Huntington schools who is deceased.

Robert I. Hamilton became superintendent of the schools in August, 1887, and served for sixteen years. Mr. Hamilton brought to the position the ripe experience of many years of successful work as a superintendent of public schools. He was a man of splendid attainments and superior executive ability. Under his administration, the schools gradually and steadily advanced until

they were recognized everywhere as one of the very best systems in the country.

He possessed a remarkably acute faculty of measuring the capability and worth of a teacher. One of his strongest traits was his ability to gather about him a strong faculty of superior teachers, and organize their efforts so as to accomplish the best work in the schools.

During his term as superintendent, the schools had a rapid and steady growth in numbers, as well as in efficiency. All of the present school buildings were constructed during that time, with the one exception of the Central School building. The State Street School building was built in 1888; the High School, in 1891; the Allen Street School, in 1894; the William Street School, in 1895; the Tipton Street School, in 1897; and the City Free Library, in 1903.

Mr. Hamilton is at present superintendent of the city public schools of Vincennes, Indiana.

The present superintendent entered upon his duties in August, 1903.

The following persons have been connected with the Huntington city public schools as officials, teachers, or other employees:

BOARD OF EDUCATION

TOWN OF HUNTINGTON

Ayres, Porter, 1869-71.	Lyons, Dr. William B., 1859-63.
Bartlett, T., 1854-55.	McGrew, William, 1867-69.
Coffroth, John R., 1867-68.	Norton, William, 1856-57.
Cosgrove, James, 1854-55.	Orton, Benjamin, 1853-54.
Davies, Jesse, 1854-55.	Pomeroy, Dr. Lewis C., 1856-57.
Day, Samuel F., 1871-73.	Purvlance, Joseph W., 1853-54, 1855-56.
Dick, Frederick, 1855-56, 1864-67.	Roche, John, 1867-71.
Drummond, Avery H., 1864-65.	Shaffer, Dr. Abner H., 1871-73.
Ewing, William, 1868-71.	Skiles, John, 1855-56, 1858-59, 1862-63.
Hexco, Warren, 1858-59.	Slack, General James R., 1856-57.
Hubbell, Alfred A., 1853-54, 1857-58.	Smith, William C., 1864-65.
Kocher, William C., 1860-61, 1871-73.	Snyder, Jacob, 1861-62.
Kopp, Frederick, 1862-63.	Turtlott, Almon D., 1859-60, 1861-62.
Lewis, Dr. Abel M., 1858-59.	Wiley, Joseph, 1857-68, 1865-67.
Lewis, Charles H., 1859-60.	Yinkling, Dr. Daniel, 1867-68.
Lyons, Dr. Ira E., 1865-67.	Zeigler, John, 1860-61.

CITY OF HUNTINGTON

Alexander, John T.: Secretary, June, 1904, to August, 1905; Treasurer, August, 1905, to August, 1906; President, August, 1906, to August, 1907.

Allen, Eli E.: Secretary, June, 1888, to June, 1891.

Altman, John C.: Secretary, June, 1897, to July, 1898; President, July, 1898, to June, 1901; Treasurer, June, 1901, to June 1902; President, June, 1902, to June, 1903.

Brannan, William A.: Secretary, June, 1899, to June, 1900; Treasurer, June, 1900, to June, 1901; President, June, 1901, to June, 1902.

Bridge, Lewis: Secretary, May, 1892, to June, 1893; Treasurer, June, 1893, to June, 1895; President, June, 1895, to June, 1897.

Bucher, William A.: Secretary, August, 1905, to August, 1906; Treasurer, August, 1906, to August, 1907; President, August, 1907, to August, 1908.

Chafee, Dr. William C.: Secretary, June, 1902, to June, 1903; President, June, 1903, to August, 1905.

DeLong, Alexander W.: President, June, 1876, to June, 1882.

Drover, Henry, F.: President, June, 1882, to June, 1888.

Emley, John R.: Treasurer, August, 1908, to the present time.

Ewing, James H.: Secretary, July, 1898, to June, 1899; Treasurer, June, 1899, to June, 1900; Secretary, June, 1900, to June, 1902; Treasurer, June, 1902, to June, 1904.

Ewing, William: Secretary, April, 1873, to June, 1883; Treasurer, June, 1884, to June, 1887.

Fisher, Isaac E.: Secretary, June, 1903, to June, 1904; Treasurer, June, 1904, to August, 1905; President, August, 1905, to August, 1906; Secretary, August, 1906, to August, 1907; Treasurer, August, 1907, to August, 1908; President, August, 1908, to the present time.

McCaughy, Samuel: Treasurer, June, 1887, to June, 1891; President, June, 1891, to June, 1892; Treasurer, June, 1892, to June, 1893.

McGrew, William: Treasurer, April, 1878, to June, 1884.

Mingus, Mrs. C. L.: Secretary, June, 1891, to May, 1892.
 Minnich, John: Secretary, June, 1893, to June, 1895; Treasurer, June, 1895, to June, 1899.
 Mohler, Alonzo D.: Secretary, August, 1907, to the present time.
 Roche, John: President, April, 1873, to June, 1876.
 Slack, James R.: Secretary, June, 1885, to June, 1888; President, June, 1888, to June, 1891; Treasurer, June, 1891, to June, 1892.
 Stults, Marion B.: Secretary, June, 1895, to June, 1897; President, June, 1897, to June, 1898.
 Yingling, Dr. Daniel: Secretary, June, 1883, to June, 1886; President, June, 1892, to June, 1895.

DEPARTMENT OF SUPERVISION

SUPERINTENDENT

Baldwin, James: July, 1873, to June, 1882.
 Caldwell, John W.: August, 1884, to August, 1887.
 Caraway, Morgan: August, 1887, to August, 1889.
 Hamilton, Robert I.: August, 1887, to August, 1903.
 Hart, William P.: August, 1903, to the present time.

CLERK

Best, Georgia M.: September, 1898, to June, 1899.
 Black, Harriet F.: September, 1897, to June, 1898.
 Carson, Lena M.: September, 1901, to January, 1902.
 Foster, Adda B.: December, 1904, to June, 1905.
 Hamilton, Mrs. Kate C.: September, 1893, to June, 1894.
 Hartman, Mary E.: September, 1894, to June, 1895.
 Jenks, Emma: October, 1904 to December, 1904.
 Kenner, Mabel G.: September, 1902, to June, 1903.
 Kinkade, Marie E.: March, 1904, to October, 1904.
 Leedy, Metta M.: August, 1905, to the present time.
 Lesh, Mrs. Cora Holmes: September, 1900, to June, 1901; September, 1903, to March, 1904.
 Moore, Ella J.: September, 1899, to June, 1900.
 Nichols, Lucy: September, 1895, to June, 1897.
 Spice, Mary E.: January, 1902, to June, 1902.

SUPERVISOR OF MUSIC AND GYMNASICS

Hessin, Effie C.: September, 1894, to June, 1895.
 Miller, Annie C.: September, 1892, to June, 1893.
 Wallace, May: September, 1893, to June, 1894.

SUPERVISOR OF PRIMARY WORK

Clark, Mary L.: September, 1886, to the present time.

SUPERVISOR OF MUSIC AND DRAWING

DeCew, Evelyn K.: January, 1898, to May, 1899.

SUPERVISOR OF DRAWING AND ART

DeCew, Evelyn K.: September, 1899, to January, 1908.
 Gray, Alice J.: January, 1908, to the present time.

SUPERVISOR OF MUSIC

Stoddard, Vivian I.: September, 1899, to the present time.

SUPERVISOR OF MANUAL TRAINING

Dalbey, Estell K.: September, 1902, to June, 1905.
 Livingston, Clifford E.: September, 1905, to February, 1907.
 Ramp, Oliver B.: February to June, 1907.
 Shock, William A.: September, 1907, to the present time.

SUPERVISOR OF DOMESTIC SCIENCE

Boulden, Harriet M.: September, 1907, to the present time.
 Kitch, Desale B.: September, 1905, to June, 1907.

HIGH SCHOOL DEPARTMENT

PRINCIPAL

Carson, John H.: September, 1874, to June, 1875.
 Clough, Arthur J.: January to June, 1881.
 Crull, A. U.: September, 1895, to May, 1900.
 Dickey, William A.: January to February, 1876.
 Early, William I.: September, 1905, to May, 1908.
 Emmons, Purley C.: September, 1902, to June, 1905.
 Estes, Rowland M.: September, 1876, to June, 1877.
 Gillum, Robert G.: October, 1882, to June, 1884.
 Heinrichs, Herman: September to December, 1875.
 Henley, Laura J.: September, 1881, to October, 1882.
 Hinman, Lydia: September, 1884, to June, 1887.
 Holman, Alma A.: September, 1877, to June, 1880.
 Kennaston, Alonzo E.: September to December, 1880.
 Kirtland, Ella E.: September, 1888, to June, 1895.
 Lewis, Evangeline E.: September, 1900, to May, 1902.
 Martin, David: January to June, 1874.
 Miner, Gordon L.: February to June, 1876.
 Moore, Allen: November, 1873, to January, 1874.
 Schrader, Clara E.: September, 1887, to June, 1888.
 Stults, Timothy L.: September to November, 1873.

ASSISTANT PRINCIPAL

Cox, Josephine M.: September, 1895, to May, 1897.
 Early, William I.: November, 1903, to June, 1905.
 Emmons, Purley C.: September, 1901, to May, 1902.
 Ferner, Rose C.: September, 1898, to May, 1901.
 Hamer, William D.: September, 1897, to May, 1898.

TEACHERS

Abbott, Miss A. E.: General Assistant, March to June, 1884.
 Berry, Lillian G.: German, September, 1900, to May, 1901.
 Best, Mary L.: General Assistant, September to December, 1877.
 Bratt, Walter E.: Assistant German and Latin, September, 1904, to June, 1905; German, September, 1905, to the present time.
 Carson, John H.: September, 1874, to June, 1875.
 Clough, Arthur J.: January to June, 1881.
 Cox, Josephine M.: General Assistant, September, 1895, to May, 1897.
 Cox, Mary B.: English and History, September, 1891, to May, 1900; History and Civics, September, 1900, to June, 1903, and September, 1904, to the present time.
 Crawford, Robert S.: Assistant English, October, 1903, to June, 1904.
 Crull, A. U.: German, November, 1894, to May, 1900.
 Deming, Daniel C.: Commerce, September, 1905, to June, 1907.
 Dickey, William A.: January to February, 1876.
 Early, William I.: Mathematics, January to June, 1903; General Assistant, September, 1903, to May, 1908.
 Emmons, Purley C.: German, September, 1901, to June, 1905.
 Estes, Rowland M.: September, 1876, to June, 1877.
 Ferner, Rose C.: General Assistant, September, 1898, to May, 1900; English, September, 1900, to February, 1902.
 Franklin, Pearl: General Assistant, May, 1907, to May, 1908.
 Frede, Laura A.: General Assistant, February to June, 1891.
 Gillum, Robert G.: October, 1882, to June, 1884.
 Grisso, Irvin E.: Commerce, September, 1907, to the present time.
 Hamer, William D.: General Assistant, September, 1897, to May, 1898.
 Hammond, Susie C.: General Assistant, September, 1878.
 Harper, Mary E.: General Assistant, September, 1888, to June, 1891.
 Harter, Carrie V.: Mathematics, September, 1891, to June, 1894.
 Hartman, Mary E.: Latin, May, 1903, to the present time.
 Hays, Edna: Assistant in English, September, 1904, to the present time.
 Henley, William M.: Science, September, 1907, to May, 1908.
 Heinrichs, Herman: September to December, 1875.
 Henley, Laura J.: September, 1881, to October, 1882.
 Hight, Robert F.: Science, September, 1888, to February, 1891.
 Hinman, Lydia: September, 1884, to June, 1887.
 Holman, Alma A.: September, 1877, to June, 1880.
 Holtzman, Clarence L.: Science, September, 1893, to June, 1896.
 Hutwell, Frances E.: General Assistant, January, 1901, to June, 1903; History, September, 1903, to March, 1904.
 Kennaston, Alonzo E.: September to December, 1880.

Kirtland, Ella E.: General Assistant, September, 1887, to June, 1888; Latin, September, 1888, to June, 1895.
 Lewis, Evangeline E.: Mathematics, September, 1895, to May, 1902, and September, 1903, to May, 1908.
 Lingman, D. J.: Mathematics, September to December, 1902.
 Little, J. W.: Commerce, September, 1900, to May, 1902.
 Martin, David: January to June, 1874.
 Miner, Gordon L.: February to June, 1876.
 Mooney, Lenore: General Assistant, September, 1883, to March, 1884.
 Moore, Allen: November, 1873, to January, 1874.
 Newland, Robert: Science, February, 1891, to June, 1892.
 Pinkerton, William S.: Latin, September, 1895, to May, 1903.
 Pitts, Eva M.: General Assistant, September, 1878, to June, 1879.
 Reber, John: General Assistant, September, 1906, to May, 1907.
 Rettger, Leo F.: Science, September to October, 1896.
 Schrader, Clara E.: General Assistant, September, 1884, to June, 1888.
 Shafer, Charles E.: Science, September, 1892, to June, 1893.
 Shaw, Julia H.: General Assistant, September, 1876, to March, 1877.
 Shock, William A.: Commerce, May to June, 1905.
 Smith, Ada C.: General Assistant, December, 1877, to June, 1878.
 Stauffacher, Samuel J.: Commerce, September, 1902, to May, 1905.
 Stults, Timothy L.: September to November, 1873.
 Templeton, B. F.: Mathematics, September, 1894, to June, 1895.
 Tucker, Fredrica R.: English, February, 1902, to the present time.
 Tucker, Mary Bruce: History, March to June, 1904.
 Voris, Joseph H.: Science, October, 1896, to October, 1903.
 Ward, Louis C.: Assistant English, September to October, 1903; Science, October, 1903, to June, 1907.

ELEMENTARY DEPARTMENT

WARD PRINCIPALS

Agan, Laura E.: Prin. State Street School, Sept., 1888, to June, 1898.
 Agnew, Charles E.: Prin. State Street School, Sept., 1901, to June, 1904.
 Anglemeyer, Thad D.: Prin. Allen Street School, Sept., 1896, to June, 1897; Tipton Street School, Sept., 1897, to June, 1898; Central School, Sept., 1899, to May, 1901.
 Arnold, Mary E.: Prin. William Street School, Sept., 1879, to June, 1884.
 Bascom, Mrs. Kate W.: Prin. William Street School, Sept., 1875, to June, 1878.
 Bell, Sanford: Prin. William Street School, Sept., 1893, to June, 1894.
 Blanpied, S. J.: Prin. Rock House School, Sept., 1869, to May, 1871.
 Bosse, F. H.: Prin. Central School, Sept., 1901, to June, 1904.
 Brinkerhoff, George S.: Prin. Cherry Street School, 1859 to 1861.
 Caswell, Omar: Prin. Allen Street School, Sept., 1894, to June, 1895.
 Church, Chester W.: Prin. Rock House School, Sept., 1871, to March, 1872.
 Clark, Mary L.: Prin. Central School, Sept., 1896, to June, 1897.
 Cox, Josephine M.: Prin. Central School, Sept., 1890, to June, 1895.
 Cox, Mary B.: Prin. William Street School, Sept., 1889, to June, 1891.
 Curran, Richard A.: Prin. Rock House School, 1862 to 1864.
 Cushing, William S.: Prin. Tipton Street School, Sept., 1907, to the present time.
 Foote, Mrs. Florence E.: Prin. Allen Street School, Sept., 1903, to the present time.
 Gregory, Ralph S.: Prin. Rock House School, Sept., 1867, to May, 1868.
 Gusman, James W.: Prin. Rock House School, Oct., 1872, to March, 1873.
 Hacker, William A.: Prin. State Street School, Sept., 1907, to the present time.
 Heiney, Enos B.: Prin. William Street School, Sept., 1896, to June, 1897; Central School, Sept., 1897, to June, 1899; William Street School, Sept., 1899, to the present time.
 Ibach, Benjamin F.: Prin. Rock House School, 1864 to 1866.
 McAfee, James: Prin. Rock House School, Aug., 1868, to April, 1869.
 Miller, Harry A.: Prin. State Street School, Sept., 1904, to Feb., 1905; Tipton Street School, February, 1895, to June, 1897.
 Moran, D. J.: Prin. Etna Avenue School, Sept., 1893, to June, 1894.
 Packard, J. O.: Prin. Cherry Street School, 1861 to 1862.
 Plackard, Geo. W.: Prin. William Street School, Sept., 1891, to June, 1892.
 Richards, Walter: Prin. Cherry Street School, 1851 to 1853.
 Roberts, Josie H.: Prin. William Street School, Sept., 1878, to June, 1879.
 Salter, W. A.: Prin. William Street School, Sept., 1892, to June, 1893.
 Scott, Joseph Z.: Prin. Cherry Street School, 1857 to 1859.
 Scott, Laura A.: Prin. Allen Street School, Sept., 1897, to June, 1903; Tipton Street School, Sept., 1903, to Feb., 1905.
 Seudder, Jesse M.: Prin. State Street School, Feb. to June, 1905; Central School, Sept., 1905, to the present time.
 Soos, John V.: Prin. Tipton Street School, Sept., 1898, to June, 1903.

Shock, William A.: Prin. State Street School, Sept., 1905, to June, 1907.
 Shoemaker, Ora M.: Prin. Central School, Sept., 1904, to June, 1905.
 Shutt, John P.: Prin. State Street School, Sept., 1898, to June, 1901.
 Spalding, Adrian: Prin. Cherry Street School, 1855 to 1857.
 Sprague, Cella: Prin. Cherry Street School, 1853 to 1855.
 Stout, William E.: Prin. William Street School, Sept., 1894, to June, 1896,
 and Sept., 1897, to June, 1899.
 Stults, Mrs. Eva R.: Prin. Allen Street School, Sept., 1895, to June, 1896.
 Weber, William: Prin. Rock House School, Oct., 1865, to June, 1867.
 Whitaker, Emma: Prin. William Street School, Sept., 1884, to June, 1889.

DEPARTMENTAL TEACHERS

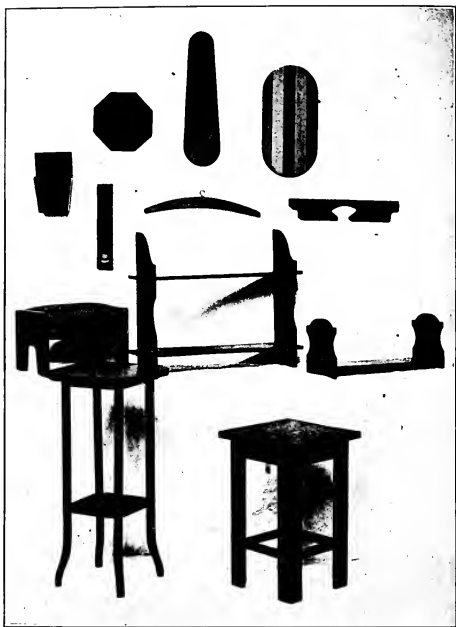
Altman, Cora D.: Arithmetic, Sept., 1904, to June, 1906; Grammar and Composition, May to June, 1907, and April to May, 1908.
 Baker, Mrs. May C.: Geography and Physiology, Sept., 1907, to the present time.
 Boulden, Harriet M.: Geography and Physiology, Sept., 1904, to June, 1907; Domestic Science, Sept., 1907, to the present time.
 Bush, Minnie M.: Reading and Literature, Sept., 1897, to the present time.
 Clay, Fred N.: Geography and Physiology, Sept., 1906, to April, 1907.
 Cushing, William S.: Arithmetic and History, Sept., 1907, to the present time.
 Dalbey, Estell K.: Manual Training, Sept., 1903, to June, 1905.
 Dickinson, Sarah E.: Grammar and Composition, Sept., 1904, to Feb., 1906.
 Favorite, C. Alice: Grammar and Composition, Sept., 1907, to April, 1908.
 Franklin, Pearl: Grammar and Composition, Sept., 1906, to May, 1907.
 Gibson, Helen V.: Grammar and Composition, Feb. to March, 1905.
 Gray, Alice J.: Music and Drawing, Sept., 1906, to June, 1907.
 Hacker, William A.: Arithmetic, Sept., 1906, to June, 1907.
 Helney, Enos B.: History, Sept., 1904, to the present time.
 Herr, Louis A.: Grammar and Composition, Sept., 1904, to Feb., 1905.
 Hoadley, Mary: Reading and Literature, Feb., 1905, to May, 1908.
 Hunter, Laura E.: Music and Drawing, Sept., 1904, to June, 1905.
 Huston, William F.: Geography and Physiology, Sept., 1905, to June, 1906.
 Kitch, Dessie B.: Domestic Science, Sept., 1904, to June, 1907.
 Krick, Nellie M.: Geography and Physiology, Sept., 1904, to June 1905.
 Krieg, Otto H.: Geography and Physiology, April to June, 1907.
 Livingston, Clifford E.: Manual Training, Sept., 1905, to Feb., 1907.
 MacComae, Loyola M.: Grammar and Composition, Feb., 1906, to May, 1908.
 Mahoney, Frederick C.: Arithmetic, Sept., 1907, to the present time.
 Marker, Albert W.: Geography and Physiology, Sept., 1907.
 Miller, Harry A.: Arithmetic and History, Jan., 1905, to June, 1907.
 McKenna, Raye G.: Music and Drawing, Sept., 1905, to June, 1906.
 Ramp, Oliver B.: Manual Training, Feb. to June, 1907.
 Rarey, Belle: Geography and Physiology, Oct., 1907, to the present time.
 Rehm, Nora C.: Reading and Literature, Sept., 1904, to June, 1907.
 Scott, Laura A.: Arithmetic and History, Sept., 1904, to Jan., 1905.
 Scudder, Jesse M.: Arithmetic and History, Sept., 1905, to the present time.
 Shock, William A.: Manual Training, Sept., 1907, to the present time.
 Shoemaker, Ora M.: Arithmetic and History, Sept., 1904, to June, 1905.
 Ulmer, Sarah D.: Grammar and Composition, March, 1905, to June, 1906.
 Vaughn, Geneva: Reading and Literature, Sept., 1904, to Feb., 1905.
 Wharton, Flora: Music and Drawing, Sept., 1907, to May, 1908.

GRADE TEACHERS

Adams, Lorena: Fifth grade, Sept., 1898, to May, 1899.
 Agan, Laura E.: Sixth grade, March, 1882, to Oct., 1887; eighth grade, Oct., 1887, to Jan., 1889; fourth grade, Jan., 1889, to June, 1892; sixth grade, Sept., 1892, to June, 1893; fifth grade, Sept., 1893, to June, 1894; sixth grade, Sept., 1894, to June, 1895; seventh grade, Sept., 1895, to June, 1896; sixth grade, Sept., 1896, to June, 1898.
 Agnew, Charles E.: Sixth grade, Sept., 1901, to June, 1902; seventh grade, Sept., 1902, to June, 1904.
 Altman, Cora D.: Eighth grade, Sept., 1891, to June, 1893; fifth grade, Sept., 1897, to Jan., 1899; eighth grade, Sept., 1899, to May, 1900; seventh grade, Sept., 1900, to June, 1904.
 Anderson, Mary J.: Seventh grade, Sept., 1882, to June, 1883.
 Anglemeyer, Thad D.: Fourth grade, April, to June, 1897; sixth grade, Sept., 1897, to May, 1898; seventh grade, Sept., 1899, to May, 1900; eighth grade, Sept., 1900, to May, 1901.
 Arnold, Mary E.: Fourth grade, Sept., 1879, to June, 1884.
 Bain, Edna: Seventh grade, Sept., 1895, to June, 1896; sixth grade, Sept., 1896, to June, 1897.
 Binker, Annie M.: Fourth grade, Jan. to June, 1894.
 Baker, Mrs. May C.: Sixth grade, Sept., 1900, to May, 1901; fifth grade, Sept., 1901, to June, 1907.
 Ball, Mrs. C. L.: Eighth grade, Jan., 1886, to May, 1887.
 Barnhart, Emma A.: Third grade, Sept. to Nov., 1888.

- Baseom, Kate W.: First grade, Sept., 1876, to June, 1878.
 Baxter, Lou M.: Seventh grade, Sept., 1892, to June, 1893.
 Beistle, Corilla: Sixth grade, Sept. to Dec., 1878.
 Bell, Sanford: Sixth grade, Sept., 1892, to April, 1893, and Sept., 1893, to Feb., 1894; seventh grade, Feb. to June, 1894.
 Beroth, Olive: Fifth grade, Sept., 1896, to May, 1897.
 Berry, Lillian G.: Seventh grade, Sept., 1895, to Jan., 1896; eighth grade, Feb., 1896, to Feb., 1897; seventh grade, Feb. to June, 1897.
 Rest, Belle G.: Sept., 1867, to May, 1868.
 Rest, Mrs. Mary L.: Fourth grade, Feb. to June, 1877.
 Black, Harriet E.: Fourth grade, Oct., 1895, to Jan., 1896; fifth grade, Feb. to June, 1896; fourth grade, Sept., 1896, to June, 1897; first grade, Feb. to March, 1898; sixth grade, May, 1898; fifth grade, Sept., 1899, to May, 1900.
 Blair, Eva J.: Eighth grade, Sept. to Oct., 1881.
 Blanpied, Lida M.: Sept., 1869, to May, 1871.
 Bogue, Anna K.: Fourth grade, Sept., 1892, to June, 1893.
 Bosse, F. H.: Eighth grade, Sept., 1901, to June, 1904.
 Boulden, Harriet M.: Sixth grade, Sept., 1899, to June, 1904.
 Bowman, Mattie: Third grade, Sept., 1895, to June, 1897.
 Brinkerhoff, George S.: 1853 to 1861.
 Brown, Edna: Fourth grade, March to Nov., 1892.
 Burke, Madeline: Second grade, Oct., 1873, to June, 1874; third grade, Sept., 1874, to June, 1875.
 Burns, Thomas: Seventh grade, Sept., 1873, to Dec., 1874.
 Butler, Mrs. Laura B.: 1862 to 1863.
 Calloway, Catherine: Fourth grade, Sept., 1892, to Jan., 1891.
 Calonkey, Mattie: Third grade, Sept., 1885, to June, 1886; fourth grade, Sept., 1886, to June, 1889.
 Campbell, Ella: Third grade, Sept., 1883, to June, 1884.
 Campbell, Margaret: Second grade, March, 1905, to the present time.
 Carson, Lena M.: Sixth grade, Jan. to June, 1902; fourth grade, Sept., 1903, to Jan., 1904; third grade, Jan. to June, 1904; fourth grade, Sept., 1904, to the present time.
 Carver, Dora E.: Fifth grade, Sept., 1898, to May, 1899; sixth grade, Sept., 1899, to June, 1902.
 Caswell, Omar: Fourth grade, Sept., 1894, to June, 1895.
 Cathcart, Anna: First grade, Sept., 1881, to June, 1883.
 Chapel, Rosa B.: Second grade, Sept., 1903, to June, 1905.
 Chapson, Estelle: Fifth grade, Sept., 1893, to June, 1894; sixth grade, Sept., 1894, to Jan., 1895; seventh grade, Feb., 1895, to June, 1897; eighth grade, April, 1898, to May, 1899; sixth grade, Sept., 1899, to May, 1900; seventh grade, Sept., 1900, to May, 1901.
 Clark, Mary L.: Fourth grade, Jan. to June, 1878; second grade, Sept., 1878, to Feb., 1885; first grade, Feb., 1885, to the present time.
 Coffin, Grace H.: Second grade, Jan., 1889, to Feb., 1890.
 Collings, Nina F.: Second grade, Jan., 1907, to the present time.
 Collins, Anna B.: Fourth grade, Dec., 1889, to Dec., 1890; fifth grade, Dec., 1890, to June, 1891; seventh grade, Sept., 1891, to March, 1892.
 Collins, Eliza: Second grade, Feb. to June, 1874; sixth grade, Sept., 1874, to June, 1876; fifth grade, Sept., 1876, to June, 1877; seventh grade, Sept., 1878, to June, 1879.
 Collins, Minnie M.: Fourth grade, Dec., 1889, to June, 1890.
 Coltrin, Mary: Third grade, Sept., 1893, to June, 1894; fourth grade, Sept., 1894, to June, 1895; third grade, Sept., 1895, to the present time.
 Coltrin, Nina: Second grade, Jan. to Dec., 1900.
 Conley, Mary E.: Fourth grade, Jan., 1902, to the present time.
 Conley, Sarah E.: Fourth grade, Sept., 1895, to June, 1902.
 Cowgill, V. Alice: Second grade, March, 1901, to June, 1902.
 Cox, Josephine M.: First grade, Jan. to June, 1889; seventh grade, Sept., 1889, to Feb., 1891; eighth grade, Feb., 1891, to June, 1895.
 Cox, Mary B.: Second grade, Oct., 1888, to June, 1889; sixth grade, Sept., 1889, to June, 1891.
 Crandall, Cora Z.: Second grade, Sept., 1902, to June, 1903; fourth grade, Sept., 1903, to June, 1904.
 Crane, Ella: Seventh grade, Jan. to Feb., 1875.
 Curran, Gusdie: Jan. to June, 1867.
 Curran, Miss M. A. O.: Oct., 1866, to Jan., 1867.
 Curran, Richard A.: 1862 to 1864.
 Daggett, Curdie: Second grade, Sept., 1887, to Jan., 1889; third grade, Jan., 1889, to June, 1890.
 Daggett, Laura A.: Second grade, Feb., 1885, to June, 1887.
 Daniel, Allman: Second grade, Sept. to Dec., 1889; Sept. to Dec., 1890.
 Danielson, Rose C.: Third grade, Sept., 1896, to June, 1897; fourth grade, Jan., 1898, to May, 1901.
 Deem, Mary G.: Fourth grade, Sept., 1894, to Jan., 1895; fifth grade, Feb. to March, 1895.
 Defreese, Julia Helen: Seventh grade, Sept., 1883, to June, 1885; eighth grade, May to June, 1887.

- Delano, Harriet S.: 1849 to 1850.
 DeLong, Florence: Fourth grade, Sept., 1906, to June, 1907.
 Delvin, William: 1834 to 1835.
 Dickinson, Sarah E.: Fifth grade, Sept., 1900, to May, 1901, and Sept., 1902, to June, 1903; sixth grade, Sept., 1903, to Feb., 1904.
 Dillman, Amanda: Second grade, Sept., 1896, to June, 1896.
 Dinius, Essie B.: Fifth grade, Sept., 1907, to May, 1908.
 Dinius, Lillie M.: Second grade, Sept., 1896, to Dec., 1899.
 Dobson, Laura: Sixth grade, Sept., 1894, to Jan., 1895; fifth grade, Feb. to June, 1895.
 Elliott, Lilla: Sixth grade, Jan. to Feb., 1874.
 Elliott, Louie I.: Fourth grade, Sept., 1878, to June 1880.
 Elliott, Mary B.: Sixth grade, Sept. to Nov., 1873.
 Ellis, Minnie B.: Seventh grade, Sept. to Oct., 1895.
 Embree, Melinda: First grade, Sept., 1873, to June, 1875.
 Fairbanks, John B.: 1843 to 1844.
 Favorite, C. Alice: Fifth grade, Jan., 1906, to June, 1907.
 Faylor, Ida M.: Second grade, Jan., 1899, to June, 1902, Feb. to June, 1903, and Sept., 1904, to March, 1905; third grade, Sept., 1905, to June, 1906.
 Felter, Mrs. Edna B.: First grade, Oct., 1893, to Feb., 1894; second grade, Feb. to June, 1894; fourth grade, Sept., 1894, to Jan., 1895; third grade, Feb., 1895, to May, 1899; second grade, Sept., 1899, to the present time.
 Ferner, Rose C.: Seventh grade, Sept., 1894, to June, 1895; eighth grade, Sept., 1895, to May, 1898.
 Ferry, Rose: 1845 to 1846.
 Fisher, Mrs. Caroline: Sept., 1867, to March, 1868.
 Flora, Mamie D.: Third grade, April to May, 1908.
 Foley, Margaret E.: Third grade, Sept., 1892, to June, 1893.
 Foote, Mrs. Florence E.: Fifth grade, Sept., 1896, to Jan., 1896; third grade, Feb., 1896, to June, 1897; fourth grade, Sept., 1897, to the present time.
 Ford, Emma B.: Fifth grade, Sept., 1886, to June, 1887; sixth grade, Sept. to Dec., 1887; third grade, Dec., 1887, to June, 1888; sixth grade, Sept., 1888, to Jan., 1889; seventh grade, Jan. to June, 1889.
 Fordyce, Alice L.: Third grade, Sept., 1893, to June, 1894; second grade, Sept., 1894, to June, 1896, and Nov. to Dec., 1897; third grade, Jan., 1898, to May, 1899, and Sept., 1900, to May, 1901.
 Forman, Rose H.: Fourth grade, Sept., 1896, to June, 1897; seventh grade, Sept., 1897, to May, 1898; eighth grade, Sept., 1898, to May, 1899.
 France, Anna S.: Second grade, Sept., 1892, to Feb., 1893; third grade, Feb. to June, 1893.
 France, Emma E.: Third grade, Dec., 1887, to June, 1889; second grade, Sept., 1889, to June, 1890.
 Francis, Mrs. Belle W.: Sixth grade, Feb. to April, 1898.
 Freele, Laura A.: Seventh grade, Sept., 1888, to Jan., 1889; eighth grade, Jan., 1889, to Feb., 1891.
 Freeman, Lizzie A.: Seventh grade, Sept., 1879, to April, 1880.
 Freeman, Maria L.: 1858 to 1854.
 Garnett, Maggie F.: Eighth grade, Sept., 1879, to June, 1881.
 Garoutte, Mrs. Sarah E.: First grade, Sept., 1893, to May, 1899.
 Garrett, Admralda: Fourth grade, Sept., 1881, to Dec., 1885.
 Garrett, Helen: Fifth grade, Feb., 1894, to Jan., 1895.
 Gemmer, Lydia E.: Fourth grade, Sept. to Dec., 1901.
 Giltner, Mattie I.: Fifth grade, Dec., 1894, to Jan., 1896; sixth grade, Feb., 1896, to Jan., 1898; fifth grade, Sept., 1898, to May, 1899.
 Girzi, Nellie: Third grade, Sept., 1904, to June, 1907.
 Gravee, Mrs. E. M.: Eighth grade, Sept., 1883, to June, 1884.
 Griswold, Adeline: Fifth grade, Sept., 1897, to May, 1898; sixth grade, Sept., 1898, to May, 1899.
 Guthrie, Clemmie M.: Third grade, Sept., 1892, to Feb., 1893; fourth grade, Feb. to June, 1898.
 Guthrie, Mrs. Maria V.: Sept., 1867, to April, 1868.
 Hacker, William A.: Sixth grade, Sept., 1907, to the present time.
 Hague, Jennie T.: Sept., 1867, to May, 1868.
 Haines, Frankie: Second grade, Sept., 1884, to June, 1885; third grade, Sept., 1885, to June, 1886; fifth grade, Sept., 1886, to June, 1887.
 Hamilton, Mrs. Kate C.: Second grade, Dec., 1889, to Feb., 1891.
 Hammond, Susie C.: First grade, Sept. to Oct., 1878.
 Harding, Helen: Fourth grade, Sept., 1893, to June, 1894.
 Harper, Mary E.: Fifth grade, Sept., 1882, to June, 1886; sixth grade, Sept., 1886, to June, 1888.
 Harter, Lyle: Sixth grade, Jan. to Feb., 1898, and April to May, 1898.
 Hartman, Mary E.: Fourth grade, Sept., 1896, to June, 1897; sixth grade, Sept., 1898, to May, 1899.
 Hawley, Mary E.: Sixth grade, Feb. to June, 1904.
 Hay, Emma: Fifth grade, Dec., 1887, to June, 1888.
 Hay, Mattie J.: Second grade, Sept., 1887, to June, 1888.
 Hickey, Belle: April to May, 1868.



BENCH WORK—SEVENTH GRADE

- Hefney, Enos R.: Fourth grade, Sept., 1896, to April, 1897; eighth grade, April to June, 1897; seventh grade, Sept., 1897, to May, 1899; eighth grade, Sept., 1899, to June, 1904.
- Henderson, Lou P.: Second grade, Feb., 1873.
- Herr, Louis A.: Sixth grade, Sept., 1902, to June, 1904.
- Hewitt, Grace G.: Fourth grade, Feb., 1891, to June, 1892; fifth grade, Sept., 1892, to Feb., 1894; sixth grade, Feb. to June, 1894; seventh grade, Sept. to Dec., 1894; fifth grade, Jan. to May, 1898; sixth grade, Sept., 1898, to May, 1899.
- Hight, Kate M.: Eighth grade, Sept. to Dec., 1885.
- Hill, Laura A.: Fifth grade, Sept., 1900, to June, 1905.
- Hillabold, Dale: Fifth grade, Jan., 1899, to May, 1900.
- Hogan, Anna: First grade, Sept., 1876, to Feb., 1877.
- Holman, Alma A.: Third grade, Sept., 1873, to June, 1874; fourth grade, Sept., 1875, to June, 1876.
- Holmes, Matilda L.: Fifth grade, Dec., 1879, to June, 1881.
- Hornman, Mrs. Florence: Fifth grade, Sept. to Dec., 1879.
- Hope, Hannah L.: Eighth grade, Oct., 1881, to June, 1883.
- Houghton, Anna Z.: Fifth grade, Dec., 1888, to Jan., 1889; third grade, Jan. to June, 1889; fourth grade, Sept., 1889, to Feb., 1890; third grade, Sept. to Dec., 1890; second grade, Dec., 1890, to June, 1891; first grade, Sept., 1891, to June, 1892; fourth grade, May to June, 1893; second grade, Sept., 1893, to June, 1894; first grade, Sept., 1894, to Jan., 1895; second grade, Feb. to June, 1895; first grade, Sept., 1895, to June, 1896, and Sept., 1897, to June, 1905.
- Housman, Maggie F.: Fourth grade, Sept. to Dec., 1893.
- Houston, Nettie C.: Fourth grade, Sept. to Oct., 1895; seventh grade, Oct., 1895, to Jan., 1896; fifth grade, Feb. to June, 1896.
- Humbert, Agnes C.: Fourth grade, Dec., 1887, to Jan., 1889; sixth grade, Jan. to June, 1889.
- Hunt, Ella: Third grade, Feb. to June, 1876.
- Hunt, Kate: Second grade, Sept., 1874, to June, 1875; fifth grade, Sept., 1875, to June, 1876; seventh grade, Sept., 1876, to June, 1878.
- Hurd, Lotta: Third grade, Sept., 1876, to June, 1883.
- Hutsell, Alma: Third grade, Sept., 1899, to May, 1900.
- Hutsell, Frances E.: Sixth grade, Sept., 1889, to Jan., 1892, and Sept., 1892, to June, 1893; fifth grade, Feb., 1896, to June, 1897; eighth grade, Sept., 1897, to Jan., 1901.
- Huyette, Arthur R.: Seventh grade, Sept., 1895, to Jan., 1896; fifth grade, Feb. to June, 1896.
- Huyette, Jessie A.: Third grade, Sept., 1897, to June, 1902; second grade, Sept., 1902, to May, 1903.
- Huyette, Junlata C.: Third grade, Sept., 1891, to Feb., 1892, fourth grade, Feb. to June, 1892; third grade, Sept., 1892, to June, 1893; second grade, Sept., 1893, to June, 1894; fourth grade, Sept., 1896, to June, 1896; third grade, Sept., 1896, to June, 1897; second grade, Sept., 1897, to March, 1901.
- Ibach, Benjamin F.: 1884 to 1889.
- Jeffrey, Alice: Seventh grade, Sept., 1880, to June, 1883.
- Jennings, Mrs. Flo T. J.: Fourth grade, Dec., 1890, to June, 1891; fifth grade, Sept., 1891, to June, 1892.
- Keever, Mrs. Annie G.: Third grade, Sept., 1883, to June, 1888; fourth grade, Sept., 1888, to Dec., 1887; second grade, Dec., 1887, to June, 1888.
- Kendall, Agnes: Fifth grade, Jan., 1883.
- Kent, Alice L.: Seventh grade, April, 1880, to June, 1881; fourth grade, Sept., 1881, to June, 1882.
- Kenton, Ida H.: Fourth grade, Dec., 1893, to Feb., 1894.
- Kessinger, Minnie C.: Third grade, Sept., 1891, to June, 1892; fourth grade, Sept., 1892, to Feb., 1893; fifth grade, Feb. to June, 1893; sixth grade, Sept., 1893, to Jan., 1895; seventh grade, Feb. to June, 1895.
- Kimball, Georgia J.: Third grade, Sept., 1894, to Jan., 1896; fourth grade, Feb. to June, 1896.
- Kimberly, H. H.: 1885 to 1886.
- Kitch, Deasie B.: Fifth grade, Sept., 1901, to June, 1902; sixth grade, Sept., 1903, to June, 1904.
- Kline, Hattie M.: Second grade, Sept., 1891, to June, 1892; first grade, Sept., 1892, to June, 1894; third grade, Sept., 1894, to Jan., 1895; fourth grade, Feb. to June, 1895; third grade, Sept., 1895, to Jan., 1896; fourth grade, Sept., 1896, to Jan., 1898; fifth grade, Jan. to May, 1898; fourth grade, Sept., 1898, to May, 1899; third grade, Sept., 1905, to the present time.
- Krick, Nellie M.: Sixth grade, Sept., 1903, to June, 1904; fifth grade, Sept., 1905, to June, 1906.
- Lamb, Martha: Fifth grade, Sept. to Nov., 1894.
- Lane, Effie E.: Fourth grade, Dec., 1890, to Feb., 1891; second grade, Feb. to June, 1891.
- Lee, Faury M.: Second grade, Sept., 1905, to June, 1906; third grade, Sept., 1906, to June, 1907.
- Leete, Hattie A.: First grade, Sept., 1884, to Feb., 1885.

- Logan, Trelah B.: First grade, Sept., 1893, to June, 1894; third grade, Sept., 1894, to June, 1895; sixth grade, Sept., 1895, to Jan., 1898; seventh grade, Jan., 1898, to May, 1900.
- Love, Nelly: First grade, Sept., 1901, to May, 1908.
- Lucas, Sarah E.: Oct., 1866, to June, 1867.
- Lyons, Ella M.: Seventh grade, Sept., 1892, to June, 1893.
- Lyons, Mary E.: Oct., 1866, to June, 1867.
- Madison, Raleigh: 1838 to 1839.
- Marsh, Nellie L.: Third grade, Sept., 1875, to Feb., 1876.
- Mason, Rebecca: Sixth grade, Nov. to Dec., 1873.
- Matson, Inez: Fifth grade, Sept., 1897, to May, 1899.
- Merridith, Anzalette W.: 1865 to 1866.
- Mertz, Alice: Third grade, Sept., 1891, to Feb., 1892; fourth grade, Feb. to June, 1892; fifth grade, Sept., 1892, to June, 1893; eighth grade, Sept., 1893, to June, 1895.
- Miller, B. F.: Fifth grade, April to June, 1895.
- Miller, Ella: Sixth grade, Jan., 1879.
- Miller, Harry A.: Sixth grade, Sept., 1904, to Feb., 1905.
- Mitchell, Lola E.: Third grade, Sept., 1886, to June, 1888; fourth and fifth grades, Sept., 1888, to June, 1891.
- Mohler, Lizzie A.: Second grade, Sept., 1891, to June, 1892; first grade, Sept., 1892, to June, 1893; second grade, Sept., 1893, to June, 1894; first grade, Sept., 1894, to the present time.
- Montgomery, Harmon: 1842 to 1843.
- Montgomery, Jessie B.: Third grade, Sept., 1891, to June, 1892; sixth grade, Sept., 1892, to June, 1893; seventh grade, Sept., 1893, to June, 1894.
- Montgomery, Lucy: 1841 to 1842.
- Mouney, Hester: Fourth grade, Dec., 1886, to June, 1886.
- Moore, Allen: Sixth grade, Nov., 1873.
- Moore, Ella J.: Third grade, Sept., 1901, to June, 1902; fifth grade, Sept., 1903, to June, 1906, and Sept., 1906, to the present time.
- Moore, Lila D.: Fifth grade, Oct., 1880, to June, 1882.
- Moore, Mrs. Huldah Foote: First grade, Sept., 1879, to June, 1881.
- Moore, Ollie A.: August, 1868, to March, 1869.
- Moran, Daniel J.: Fourth grade, Nov., 1892, to Feb., 1893; fifth grade, Feb. to June, 1893; seventh grade, Sept., 1893, to Feb., 1894; eighth grade, Feb. to June, 1894; seventh grade, Sept., 1894, to Feb., 1895; eighth grade, Feb. to June, 1895.
- Morgan, Minnie A.: Fourth grade, Feb., 1890, to June 1891.
- McArthur, Mary A.: Third grade, Sept., 1900, to June, 1905.
- McCain, Lizzie: Second grade, Sept., 1873, to Feb., 1874; sixth grade, Feb. to June 1874.
- McCaslin, Mrs. Letta C.: Seventh grade, Sept., 1885, to June, 1888.
- McCaslin, Mrs. M. A.: Fourth grade, Sept., 1875, to Feb., 1876.
- McClure, C. H.: 1835 to 1836.
- McCrum, Alma: Fifth grade, Feb. to June, 1906.
- McDonald, Mary E.: Second grade, Sept., 1875, to June, 1878.
- McKean, Edna: Second grade, Sept., 1894, to Jan., 1895; third grade, Feb. to June, 1895.
- McKinney, Mary: Sept., 1871, to March, 1872.
- McNamee, Nellie: Second grade, Sept. to Nov., 1897, and Jan. to May, 1898.
- Nelson, Lucy: Fourth grade, Jan., 1878.
- Nelson, Mary A.: Fourth grade, Sept., 1876, to Jan., 1878.
- Nelson, Olive O.: Third grade, Sept., 1891, to June, 1892; second grade, Sept., 1892, to June, 1893; sixth grade, Sept., 1893, to June, 1894; second grade, Sept., 1894, to June, 1896; sixth grade, April to May, 1898.
- Newell, Mary E.: Fourth grade, March to June, 1897.
- Nichols, Lucy: Eighth grade, Feb. to June, 1897.
- Nixon, Laura: First grade, Sept., 1875, to June, 1876.
- Noggle, Mattie E.: Fifth grade, May to June, 1897; fourth grade, Sept., 1897, to Jan., 1898.
- Norwood, Grace: Second grade, Jan. to June, 1892.
- Oglesbee, Mrs. Esther F.: Third grade, Sept., 1893, to Feb., 1894; fourth grade, Feb. to June, 1894; third grade, Sept., 1894, to Jan., 1895; second grade, Feb., 1895, to May, 1899; first grade, Sept., 1899, to May, 1908.
- Oglevee, Mary E.: First grade, Sept., 1892, to Feb., 1893; fifth grade, Sept., 1902, to June, 1903.
- Olliver, Mary: 1861 to 1863.
- Orr, Mrs. A. C.: Fourth grade, Sept., 1877, to June, 1878.
- Otte, Francesca L.: Seventh grade, Dec., 1894, to Jan., 1895; sixth grade, Feb. to June, 1895.
- Overholt, R. Ellen: Second grade, Sept., 1888, to June, 1891.
- Owen, Maud: Third grade, Sept., 1902, to Jan., 1904, and Sept., 1904, to June, 1905.
- Packard, J. O.: 1861 to 1863.
- Parker, Almira S.: Second grade, Feb., 1890, to Jan., 1892.
- Parsons, Grace E.: Fourth grade, Sept., 1904, to June, 1906.
- Pastor, Gertrude: Third grade, Sept., 1907, to May, 1908.

- Pearce, Sallie D.: Fourth grade, Sept., 1871, to June, 1876.
- Perry, Mrs. Bessie W.: Sixth grade, Jan. to Feb., 1893; first grade, Feb. to June, 1893; second grade, Sept., 1893, to Feb., 1894; third grade, Feb. to June, 1894; second grade, Sept., 1894, to Jan., 1895; first grade, Feb. to June, 1895.
- Philbrick, Ida: Fourth grade, Sept., 1892, to May, 1893.
- Phillips, Eva L.: Fourth grade, Sept., 1902, to June, 1903.
- Perce, Elizabeth H.: Fourth grade, Sept., 1895, to June, 1896; second grade, Sept., 1896, to Feb., 1903, and Sept., 1903, to the present time.
- Pitts, Eva M.: First grade, Oct., 1878.
- Pitts, Helen: First grade, Oct., 1878, to June, 1879.
- Place, Cora E.: Fifth grade, Sept., 1877, to June, 1879.
- Plackard, George W.: Fifth grade, Sept., 1891, to June, 1892.
- Pomeroy, Mrs. Anna E.: Sept., 1869, to July, 1871.
- Pope, Hanna L.: Sixth grade, Sept. to Oct., 1881.
- Ragan, Edith E.: Sixth grade, Sept., 1900, to May, 1901; seventh grade, Sept., 1901, to June, 1902.
- Randolph, Margaret H.: Seventh grade, Sept., 1893, to June, 1894.
- Ranney, Mary E.: First grade, Sept., 1879, to June, 1880.
- Ray, Bessie: Fifth grade, Feb., 1905, to Feb., 1906.
- Rehm, Nora C.: Fourth grade, Sept., 1893, to June, 1895; fifth grade, Sept., 1895, to Jan., 1896; eighth grade, Feb., 1896, to April, 1898; Sept., 1899, to June, 1900, and Jan., 1901, to June, 1904.
- Rhoads, Lulu: Third grade, Nov., 1888, to June, 1891.
- Rhodes, Gertrude E.: Third grade, Sept., 1907, to April, 1908.
- Rice, Mary: Sept., 1871, to March, 1872.
- Richards, Walter: 1861 to 1863.
- Richards, Mrs. Walter: 1861 to 1863.
- Ricker, Olive A.: Fifth grade, Sept. to Dec., 1888.
- Rinear, Nettie: Third grade, Sept., 1889, to June, 1890.
- Rinearson, Mrs. Viola: Fifth grade, Sept., 1888, to Dec., 1890.
- Robb, Helen A.: Third grade, Sept., 1899, to May, 1900.
- Roberts, Josie H.: Fourth grade, Sept., 1878, to June, 1879.
- Roberts, Ruth L.: Third grade, Sept., 1893, to June, 1894.
- Rogers, Bessie: Seventh grade, Sept., 1890, to Jan., 1892; sixth grade, Jan. to June, 1892.
- Ross, Laura: Fourth grade, Feb. to June, 1876.
- Russell, Alice: Sixth grade, Sept. to Dec., 1881.
- Saal, Joseph H.: Sixth grade April to May, 1900.
- Salter, W. A.: Sixth grade, April to June, 1893.
- Sanders, Ella C.: Fourth grade, Oct., 1876, to Feb., 1877; first grade, Feb., 1877, to June, 1878.
- Sanders, Mabel M.: Second grade, Sept., 1892, to Feb., 1893; third grade, Feb. to June, 1893; second grade, Sept., 1893, to Feb., 1894; third grade, Feb. to June, 1894; second grade, Sept., 1894, to Jan., 1895; third grade, Feb. to June, 1895; second grade, Sept., 1895, to Jan., 1896; third grade, Feb. to June, 1896.
- Sanderson, Sadie: Third grade, Sept., 1892, to Feb., 1893; fourth and fifth grades, Sept., 1893, to Jan., 1894.
- Sargent, Jonathan: 1836 to 1837.
- Seearce, Martha: Second grade, Sept., 1898, to Jan., 1899; first grade, Jan. to May, 1899.
- Schaefer, Mary E.: Sixth grade, Sept., 1901, to June, 1902.
- Scott, Joseph Z.: 1857 to 1859.
- Scott, Laura A.: Sixth grade, Sept., 1896, to June, 1897; fourth grade, Sept., 1897, to June, 1903; eighth grade, Sept., 1903, to June, 1904.
- Seudder, Jesse M.: Sixth grade, Feb. to June, 1905.
- Sees, John V.: Fourth grade, April to May, 1898; sixth grade, Sept., 1898, to April, 1900; seventh grade, Sept., 1900, to Jan., 1901; eighth grade, Jan., 1901, to June, 1903.
- Shepherd, Eleanor M.: First grade, Sept., 1899, to May, 1901; sixth grade, Sept., 1901 to June, 1903.
- Shock, William A.: Fifth grade, Sept., 1905, to Jan., 1906; sixth grade, Jan., 1906, to June, 1907.
- Shockney, Blanche: Fifth grade, Sept., 1907, to May, 1908.
- Shoemaker, Ora M.: Fifth grade, Sept., 1896, to June, 1897; sixth grade, Sept., 1897, to May, 1898; seventh grade, Sept., 1898, to June, 1904.
- Shutt, John P.: Sixth grade, Sept., 1898, to May, 1899; fifth grade, Sept., 1899, to May, 1900; sixth grade, Sept., 1900, to May, 1901.
- Sibel, L. Carrie: Fifth grade, Sept., 1899, to June, 1902.
- Skiles, John: 1847 to 1848.
- Skiles, Mary M.: Sixth grade, Feb. to June, 1892; third grade, Feb. to June, 1893; fourth grade, Sept., 1893, to June, 1894.
- Slack, General James R.: 1840 to 1841.
- Slack, Helene: Fifth grade, Feb., 1891, to June, 1892; first grade, Sept., 1896, to June, 1897.
- Slayton, Sarah H.: Aug., 1868, to March, 1869.
- Smith, Cecelia E.: 1865, to March 1867.

- Smith, Ermina B.: Second grade, Dec., 1900, to May, 1901; fifth grade, Sept., 1901, to June, 1902.
- Smith, Lizzie B.: Eighth grade, Sept. to Oct., 1887.
- Smith, Lora: Fourth grade, Sept. to Oct., 1876.
- Smith, Rose: Fifth grade, Oct., 1873, to June, 1876.
- Snyder, John K.: 1844 to 1846.
- Sours, Lulu: Sixth grade, Sept., 1891, to June, 1892.
- Spalding, Adrian: 1855 to 1857.
- Spalding, Julia: 1855 to 1857.
- Spencer, Edith M.: Fourth grade, Sept., 1907, to March, 1908.
- Spencer, Flora J.: Second grade, Sept., 1901, to June, 1903; fourth grade, Jan. to June, 1904.
- Sprague, Celia: 1853 to 1855.
- Stewart, Anna B.: Sixth grade, Jan., 1879, to June, 1881.
- Stokesberry, Eva M.: Second grade, Sept., 1896, to June, 1897; third grade, Sept., 1897, to June, 1904.
- Stone, Blanch: Sixth grade, Sept., 1902, to June, 1903.
- Stout, William E.: Eighth grade, Sept., 1894, to Jan., 1895; seventh grade, Feb. to June, 1895; eighth grade, Sept., 1895, to May, 1899.
- Strickland, Mary E.: March, 1868, to May, 1870, and Oct., 1872, to March, 1873.
- Stubbsfield, Mary W.: First grade, Sept., 1881, to June, 1884.
- Stults, Dilla K.: Fourth grade, Sept., 1896, to June, 1897, and Sept., 1900, to June, 1907; fifth grade, Sept., 1907, to the present time.
- Stults, Mrs. Eva B.: Fifth grade, Sept., 1832, to June, 1894; sixth grade, Sept., 1894, to June, 1895; fourth grade, Sept., 1895, to June, 1896.
- Stults, Timothy L.: Oct., 1870, to July, 1871.
- Sturtevant, Anna L.: Sixth grade, Sept., 1876, to June, 1878.
- Swail, Joseph H.: 1850 to 1851.
- Swail, Mrs. Joseph H.: 1850 to 1851.
- Swain, Harriet: Third grade, Sept., 1906, to the present time.
- Swift, Amy: 1837.
- Tait, Cordelia C.: Fifth grade, Sept., 1902, to the present time.
- Templeton, Mrs. Carrie H.: Seventh grade, Sept., 1889, to June, 1890; fourth grade, Feb. to June, 1895.
- Thiebaud, Jeannette: First grade, Sept., 1905, to the present time.
- Thomas, Ella: Second grade, Sept., 1888.
- Thompson, May E.: Fourth grade, Sept., 1897, to May, 1900.
- Thompson, Nellie: Fifth grade, Sept., 1900, to May, 1901.
- Thompson, Olive M.: Fourth grade, Sept., 1889, to Dec., 1890; third grade, Dec., 1890, to June, 1891; second grade, Sept., 1891, to Feb., 1892; first grade, Feb., 1892, to June, 1893; second grade, Sept., 1893, to June, 1894; third grade, Sept., 1894, to June, 1895.
- Ticer, Winifred F.: Fourth grade, Jan. to April, 1898.
- Todd, Ethel N.: Fourth grade, Sept., 1907, to May, 1908.
- Townley, Mrs. Alice: First grade, Sept., 1883, to June, 1888.
- Traster, Mrs. Hannah: Nov. 1872, to March, 1873.
- Trueblood, Anna M.: Fourth grade, Sept., 1891, to Feb., 1892; fifth grade, Feb. to June, 1892; sixth grade, Sept., 1892, to Jan., 1893.
- Tyner, Helen A.: First grade, Sept., 1906, to the present time.
- Tyson, Lizzie: 1857 to 1851.
- Ulmer, Della E.: First grade, Sept., 1888, to June, 1891.
- VanKirk, Orpha: Seventh grade, Jan. to May, 1901.
- VanSweringen, Ida: Third grade, Sept., 1890, to June, 1891.
- Vaught, Geneva: Sixth grade, Sept., 1902, to June 1903; seventh grade, Sept., 1903, to June, 1904.
- Venard, Dorothy: Third grade, Sept., 1904, to June, 1906.
- Walker, —: 1846 to 1847.
- Wallace, May: Fourth grade, Sept., 1891, to March, 1892; fifth grade, Sept., 1892, to Feb., 1893; fifth and sixth grades, Feb., 1893, to April, 1898.
- Ward, Rose: Fifth grade, Sept., 1903, to Jan., 1905.
- Washburn, E. P.: 1845 to 1846.
- Weaver, Mrs. Alice K.: Second grade, Sept., 1887, to June, 1889; first grade, Sept., 1889, to June, 1899.
- Weber, Lilly M.: Sixth grade, Sept., 1902, to June, 1903.
- Wharton, Flora: Fifth grade, Sept., 1906, to June 1907.
- Whinery, William J.: Seventh grade, March to June, 1892.
- Whitacre, Emma: Third grade, Sept., 1884, to June, 1885; fourth grade, Sept., 1885, to June, 1886; fifth grade, Sept., 1886, to Dec., 1887; sixth grade, Dec., 1887, to June, 1889.
- Whitacre, Mary B.: Eighth grade, Sept., 1884, to June, 1885.
- Whitaker, Hattie: Fifth grade, Sept., 1884, to June, 1885.
- Whitaker, Minnie S.: Second grade, Sept., 1894, to June, 1897.
- Whiteline, Martha C.: Aug., 1868, to May, 1870, and Sept., 1871, to March, 1873.
- Williaman, Virginia: Fifth grade, Jan., 1894, to Jan., 1895; sixth grade, Feb. to June, 1895; fifth grade, Sept., 1895, to June, 1896.
- Williams, Mrs. Susan A.: Seventh grade, Feb., 1875, to June, 1876; third grade, Sept., 1876, to June, 1878.
- Wilson, Addie: Fifth grade, Dec., 1887, to June, 1888.
- Wilson, Ella M.: Seventh grade, Sept., 1887, to June, 1889.

Wilson, Susie P.: Fifth grade, Sept., 1899, to May, 1901.
 Winans, Leonard: 1837 to 1838.
 Winters, Della: Third grade, Sept., 1886, to June, 1888; fourth grade, Sept., 1888, to June, 1889.
 Wintrobe, Mary W.: Fourth grade, April to May, 1908.
 Wisely, Nellie J.: Third grade, Sept., 1902, to June, 1904.
 Wisner, E.: 1865 to 1866.
 Zent, Hattie: First grade, Sept., 1878, to June, 1879.
 Zent, Jessie M.: First grade, Sept., 1880, to June, 1881.

JANITORS

Beck, Albert H.: William Street School, 1891 to 1902.
 Bowman, Henry H.: State Street School, 1888 to 1890, and 1893 to 1900; Central School, 1900 to 1904; Allen Street School, 1904 to 1905.
 Burris, Isaac E.: City Free Library, 1903 to 1904; William Street School, 1905 to 1908.
 Correll, William: William Street School, 1887 to 1888.
 Doub, John W.: William Street School, 1902 to 1904; Central School and City Free Library, 1904 to 1906.
 Farrar, Charles E.: Central School, 1880 to 1886, and 1888 to 1900; Central School and City Free Library, 1905 to 1906; Allen Street School, 1905 to 1907.
 Fisher, Henry O.: Allen Street School, 1894 to 1904; William Street School, 1904 to 1905; Allen Street School, 1905 to 1906; Central School and City Free Library, 1906 to the present time.
 Hler, Frank D.: State Street School, 1900 to the present time.
 Housholder, M. L.: Central School, 1878 to 1880.
 Kegiog, Thomas: Central School, 1875 to 1877.
 Kiser, James F.: High School, 1891 to the present time.
 Kuhlman, Nathan H.: William Street School, 1876 to 1887.
 Lininger, Albert F.: Tipton Street School, 1897 to the present time.
 Nifer, Charles H.: State Street School, 1890 to 1893.
 Snyder, E. A.: William Street School, 1888 to 1891.
 Steele, John S.: Allen Street School, 1907 to 1908.
 Wuerston, Frederick: Central School, 1877 to 1878.
 Youngblood, John: Central School, 1886 to 1888.

MERIT ROLL

The following is a summary of the Merit Roll for the past thirty-five years, and includes the names of pupils who have been neither absent nor tardy for the periods designated. All except those marked thus * were successive years. Those marked thus || were partly in the Huntington schools and partly elsewhere.

ELEVEN YEARS

Slack, Elizabeth H. Slack, Mary T.

TEN YEARS

Purviance, Emma Redman, Estella M.

NINE YEARS

Beeching, Mamie V. ||Hamilton, Claude M. Steele, Earl

EIGHT YEARS

*Altman, Cora D. Griffith, Roscoe C. Purviance, Lizzie
 *Grayston, Wallace S. McCartney, Anna *Swan, Carl G.

SEVEN YEARS

Ayres, Eva B. *Landis, Mary E. Stevens, William A.
 *Bowman, Edith M. *McCabe, Gordon B. Wetter, Mary E.
 ||Hart, Max M.

SIX YEARS

Bowers, Lee M.
 Childwell, Ben J.
 Garner, Hettie D.
 Housman, Margie F.
 Kenower, Sanford
 Kline, Chester W.

*Kunce, Annon L.
 Mahoney, Nina F.
 Mayne, Bertha R.
 Morse, Pearl B.
 Newell, Clarence L.
 Redman, Walter M.

Schreyer, Ella
 Steele, Carl P.
 Wilhelm, Kate E.
 *Wright, Clarence E.
 *Young, Pearl W.

FIVE YEARS

Baldwin, Louie
 *Ray, George H.
 Benner, Esther M.
 Butler, Kenneth D.
 Collins, Mollie
 *Cook, Clara E.
 Crull, Lula J.
 Dickey, Marley R.
 Dickey, Maggie C.
 Day, Batrix A.
 Day, Everett M.
 Day, Laura B.
 Day, Leslie J.
 Fisher, Mamie E.
 Grim, Joseph G.
 Haag, Harold E.

*Hamilton, Robert C.
 Hart, Don G.
 Hawley, Mary E.
 *Heavey, Hugh W.
 Hildebrand, Bertha F.
 Hughes, Cyrus A.
 Hughes, Leroy H.
 Kelsey, Knowlton H.
 Landis, Julia M.
 Leverton, Ralph O.
 McArthur, John A.
 McCabe, Donald G.
 McGraw, Charles
 *Miltonberger, George W.
 *Mishler, Myrtle M.
 Moore, Ethel R.

Moore, William C.
 Radabaugh, Charles
 *Redman, Elma C.
 *Shafer, Emma J.
 *Shaughnessy, Florence B.
 Skiles, Mary M.
 Stalder, Jacob
 *Steele, Wirt H.
 *Swafford, Bessie M.
 Vetter, Carrie I.
 Vetter, Edith I.
 Vetter, Mamie E.
 *Wagoner, Harry M.
 *Wagoner, Ruth
 Warner, Sallie
 Winter, E. Mildred

FOUR YEARS

Allman, Lulu
 Bailey, Grace A.
 Bowers, Lillian
 *Brinneman, Harry F.
 Bryant, Arthur D.
 *Burley, Ada B.
 *Burley, Bessie M.
 Bush, George E.
 Buzzard, Bertha
 *Corell, Edward
 *Corell, Emma L.
 *Corell, Lizzie
 Couch, Carl
 Coy, Ray O.
 *Crull, Lawrence E.
 Crull, Nancy Fay
 Davies, Jesse
 *Ertzinger, Florence L.
 Eachbach, Anna
 Eachbach, Earl E.
 Etzold, John C.
 Ewing, John
 Fields, Wallace W.
 *Fisher, Dessie A.
 Freele, Laura A.
 Giehrst, Frank C.
 *Grayston, Hayden B.

Griffith, Ota
 *Haines, Oscar N.
 *Heavey, Ruth
 *Helsor, Fred
 Henry, Clarence J.
 *Hler, Zelma F.
 High, Harold G.
 *Holden, Claire E.
 Hulthway, Almon
 Housman, Minnie M.
 Keating, Laura B.
 Keating, Truman M.
 *Kelsey, Alice B.
 *Kinkade, Marie E.
 *Koeh, Henry J.
 Kocher, Iva G.
 Lacey, Annie I.
 *Lawver, Virgil
 Layne, James M.
 Leverton, Iva M.
 *McEnderfer, Lodema B.
 Moore, Edwin F.
 *Myers, Flora A.
 *Overholt, Faily E.
 *Pastor, Emma L.
 *Paul, Charles M.
 Rosebrough, Jessie

*Scheerer, Percy L.
 *Shoenaker, Eldon E.
 *Singer, Beatrice E.
 Skidmore, Samuel W.
 Slack, Helene
 *Slack, Isabelle
 Spencer, Mary E.
 Spencer, Paul W.
 Stevens, Anna
 *Swafford, Edith P.
 *Swafford, Jennie E.
 *Swaim, Ray L.
 Taylor, Paul M.
 *Truman, Mary A.
 *Wagoner, Harmon E.
 *Wagoner, Walter
 *Ware, Elbert D.
 *Ware, Eldon W.
 Weaver, Iena
 Weber, Paul G.
 *Weese, Rosanna E.
 Whitelink, George B.
 *Wilhelm, Flora J.
 Wright, Lucile
 *Young, Alverdo N.
 *Young, Earl J.
 Zeller, Anna

THREE YEARS

Allman, Lillie
 *Anglemeyer, Thad D.
 *Bechstein, Minnie E.
 Beghtel, Mary
 Bippus, Bernlee
 Blum, Harmon
 *Bridge, Vilas L.
 Brinneman, Charles R.
 Brumbaugh, Agnes
 *Rucher, Roy H.
 *Buzzard, Bruce L.
 Cobb, Jessie M.
 Corell, Jacob
 Corell, Marie D.
 Corell, William E.
 Couch, Grace
 *Crist, Clifford L.
 *Crites, Dora O.

*Daltry, Thomas C.
 Deeds, Marion E.
 Dinius, David A.
 Dungan, Harry O.
 Emrick, Ida L.
 *Erehrat, Mark G.
 *Faurot, Ivan D.
 Fausz, Sophia A.
 Favorite, Nellie G.
 Ferguson, Charles C.
 *Fleck, Sarah V.
 France, Emma E.
 France, Dolphie
 Fulton, Fannie
 Gesaman, Howard F.
 Gibler, Roy W.
 *Graham, Florence L.
 *Griffith, Clark C.

*Hammer, Darwin B.
 *Hammer, Mark E.
 Hartman, Ida L.
 *Hartman, Levi R.
 *Hessin, Nellie E.
 *Hler, Glenn O.
 *Hirnelise, William H.
 Irwin, Charles
 *Jackson, Hazel G.
 Jewett, Laura A.
 Johnson, Bessie E.
 Johnson, Lillian M.
 Kitch, Claude E.
 Kline, Edith L.
 Kline, Edna B.
 Koeh, William A.
 *Koehrer, Lawrence O.
 Kuhlman, Charles

Kuhlman, Joseph
 Landis, Manasseh
 Lane, Robert
 Levertton, Elmer R.
 Mackey, Fannie
 Mayne, Esther M.
 McConkey, Edith
 Miller, Gladys L.
 Moore, Bessie A.
 Moore, Stacy T.
 Newcomb, Dean R.
 Obermiller, Linnie M.
 Overmyer, Clarence E.
 Overmyer, Roy
 Patten, Bertha V.
 Payne, Bessie F.
 Perry, Fred
 Plummer, Florence M.
 Pressel, Iva I.
 Purviance, Donald A.
 Purviance, Flora E.
 Purviance, Irene A.

Quick, Guy H.
 Quick, Von K.
 Royston, May O.
 Scheerer, Albert J.
 Scheerer, Herman R.
 Sellers, Clarence R.
 Shearer, Lizzie I.
 Studdler, Mark H.
 Shoemaker, Lona R.
 Shurtleff, Eva M.
 Shutt, Ora C.
 Sites, Mary E.
 Skiles, Helen
 Slusser, Milton
 Smith, Ernest D.
 Smith, Orlistis C.
 Smith, William
 Snyder, Anna
 Stadler, Lizzie
 Starbuck, Lona I.
 Stevens, Daniel J.
 Strauss, Donald G.

Strauss, Myrtle S.
 Stults, Gari
 Swalm, Earl D.
 Taylor, Miriam A.
 Thomas, Cella E.
 Truman, Ralph
 Vernerder, Earl S.
 Vocht, William
 Ware, Raymond E.
 Warner, Ota
 Webb, Muriel
 Weber, Modjeska
 Weese, Lucy F.
 Wesson, Alice
 Wilhelm, John F.
 Wilhelm, Josephine
 Winnebrenner, Fred E.
 Wise, Martha E.
 Wright, Edith B.
 Wright, Myrtle

TWO YEARS

Adams, Bessie
 Agler, Dora
 Alexander, Carl K.
 Allen, Hazel K.
 Allison, Lula
 Allman, Laura E.
 Anderson, Jennie
 Anderson, Sarah
 Babb, Mabel B.
 Bahr, Anna
 Baker, Marie K.
 Baldwin, Winfred
 Balzer, Maggie
 Barnes, Amy S.
 Barnes, Russel C.
 Beach, Arthur E.
 Beach, Robert L.
 Bendel, Mary
 Benner, Ray
 Berkfield, Elmer
 Bigler, Gladys M.
 Blackburn, Herbert B.
 Blinn, Hilda M.
 Blum, Bina
 Bowman, Lena G.
 Bradley, Hale J.
 Brann, Dorothy M.
 Branyan, Wilbur E.
 Brennenman, Archie K.
 Brennenman, Opal
 Briant, Ben
 Brock, Clifford
 Brown, Arthur L.
 Brown, Cleo M.
 Brown, Minnie G.
 Burley, Mildred E.
 Butt, John F.
 Cain, Gladys M.
 Campbell, Etta
 Carson, Lona M.
 Chenoweth, Harry D.
 Clark, Calvin B.
 Clark, Etta C.
 Click, Bertha
 Cline, Claire
 Cline, Claude
 Cole, Grace D.
 Cook, Anna
 Cooperider, Grace
 Corell, Henry
 Coy, Daley M.
 Cramer, Schuyler
 Crandal, Charles C.
 Cressy, Allie

Dally, Lulu
 Daniels, Mary A.
 Daniels, Nellie
 Davidson, Alice G.
 Davidson, William A.
 Day, Pearl
 Deeds, Ethel M.
 Deeds, Glenn E.
 DeLorme, Adele E. A.
 Dial, Clara F.
 Dickinson, Darke D.
 Dille, Dessie
 Dillon, Julia
 Dinus, Nellie
 Doub, Mary M.
 Dress, Flavus A.
 Drover, Anna F.
 Drover, Julia
 Drover, Laura
 Dungan, Carlton G. M.
 Ellis, Glenn
 Elvin, Claude R.
 Emley, Don P.
 Emley, Nell B.
 Emrick, John W.
 Erehart, Archie D.
 Eschbach, Ella E.
 Eschbach, Lizzie
 Eschbach, Ray E.
 Eschbach, Sabina A.
 Ewing, Jessie
 Farling, Addie S.
 Faurot, Norval
 Fauss, Ellnor C.
 Favorite Emma A.
 Ferguson, Ross R.
 Fink, Flora
 First, Emery A.
 Fisher, Charles A.
 Fisher, Merrill V.
 Folk, Jessie M.
 Forbes, Gertie
 Fordyce, Alice L.
 Forrest, Earl I.
 Forster, Julius F.
 Foster, Addie B.
 Fry, Ola L.
 Fuller, William
 Gamble, Emma B.
 Garretson, Adaline
 Getting, Annie
 Getting, Olive
 Gibson, Bonnie E.
 Glanton, Karl H.

Gooley, John
 Gregory, Frank
 Griffith, Charles
 Guest, Freeman
 Hammell, Claude C.
 Hamlick, Eva M.
 Handwork, Charles A.
 Haneline, Stella V.
 Haring, Ida
 Hart, Zoe
 Hartman, Amelia L.
 Hartman, George L.
 Hawley, Edith M.
 Helm, Opal M.
 Hiler, Jacob E.
 Hiler, Ruby A.
 Hiler, William M.
 Hilgemann, Anna
 Hirsche, Bertha F.
 Hoffman, Earl L.
 Hook, Eugene E.
 Hooker, Laurel
 Hoover, Bertha
 Hooser, Effie S.
 Householder, Susie
 Hughes, Clara R.
 Hullinger, Violet I.
 Hullinger, Wilbure P.
 John, Marie L.
 Johnson, Ethel M.
 Johnson, Sarah K.
 Jones, John D.
 Jones, Lillie
 Kacy, Kathleen
 Kenner, Bertha M.
 Kenner, Edith M.
 Kenower, Jean S.
 Kibiger, Manuel
 Kink, Emmett O.
 King, Otto U.
 Kinkade, Eldridge J.
 Kinsey, Edward A.
 Kirchhoff, Edward
 Knight, Gertrude F.
 Koch, Sarah B.
 Kocher, Jessie D.
 Kocher, Verna B.
 Kuhlman, Jacob H.
 Landis, George C.
 Landis, Ruth A.
 Lawrence, Emma E.
 Lawrence, Inez C.
 Lawver, Dwight A.
 Lawver, Eldon T.

Lee, Vivian E.
 Lesh, John M.
 Linsinger, Ethel M.
 *Linsinger, Ray F.
 Mackey, Mattie
 Mackey, Stewart
 Mayne, Bessie A.
 *McCaill, Nellie
 *McCailey, Frank C.
 *McCaughy, Robert C.
 *McClelland, Donald C.
 *McClure, Lucile
 *McCrum, Jesse
 McGonegal, Anna
 McKinley, Irla
 McNaghten, Dahl
 Meech, Mina M.
 Mentzer, Mamie E.
 Miller, Carrie
 *Miller, Clyde A.
 Miller, Elga C.
 Miller, Ernest
 Miller, Harry
 Miller, Imo
 Miller, Mary Iva
 Miller, Waldo H.
 *Mitten, Carr A.
 Mitten, Emma
 Mitten, Hattie
 Moore, Ella J.
 *Moore, Warner M.
 *Morrison, Justin A.
 Morse, Arthur M.
 Morse, Donald E.
 *Moser, Linda E.
 Mount, Louis E.
 *Murray, Dudley E.
 Murray, Laura
 Newcomb, Nellie M.
 Nolan, Maude E.
 Oats, Harry E.
 *Obermiller, Orvey E.
 O'Conner, William D.
 *Orchard, Paul W.
 *Oren, Helen
 Oswalt, Lizzie
 *Overholt, Eva E.
 Pauling, Roxie H.
 *Planck, Dorrit M.
 *Planck, Mabel S.
 Plummer, Arthur
 Plummer, Joseph E.

Plummer, Louis W.
 *Powell, Frank A.
 Pressel, Arthur W.
 Pressel, Mary B.
 Pressler, Winfield
 *Price, Harry C.
 *Price, Hessin H.
 Price, Mary
 Price, Sarah
 Prince, Floyd M.
 *Prince, George H.
 Provines, June
 *Provines, Lena M.
 Purviance, Nora
 *Rall, Pearl F.
 Raney, D. M.
 Redman, Harold
 *Reem, Lulu M.
 Renbarger, Eliza
 Rex, Faye
 Ricker, Olive
 Rinehart, Merllie O.
 *Rittenhouse, Aurelius R.
 *Rittenhouse, Austin S.
 *Robbins, Wilfred W.
 Rosebrough, Eva A.
 Rourke, Blanche E.
 Ruggles, Dessie D.
 *Satterthwaite, Harry G.
 *Schnafer, Lucien C. H.
 Scheerer, Arthur E.
 *Scheerer, Edwin
 Scheerer, Emma
 *Scheerer, Hayden
 *Schelber, Mabel
 *Schooley, Floyd
 Schwartz, John L.
 Sellers, Benjamin H.
 Sellers, Charles
 *Shearer, Helena F.
 Shideler, Howard H.
 Shock, Charles F.
 *Shoemaker, Gladys
 Shoemaker, Tessa C.
 *Slegmund, Bertha E.
 Slegmund, Lillian A.
 *Simons, Harry C.
 Simons, Robert
 Simons, Viola A.
 *Singer, Mona M.
 Slusser, Bertha M.
 Smith, Iva

*Smith, Orange L.
 Spencer, H. Donovan
 *Spice, Mary E.
 Stalder, Roman
 Stamets, Clara M.
 *Stevens, Guenivere B.
 Stevens, Robert W.
 *Stewart, Grace A.
 Stone, Lyra L.
 Stone, Ruth F.
 *Swofford, Ernest
 Taylor, Bessie A.
 Thomas, Jennie
 *VanAntwerp, Helen H.
 VanAntwerp, Nellie
 VanArsdol, Mary E.
 Vernerder, Carl F.
 *Vernon, Aubrey W.
 Voght, Edward
 Wackel, Inza M.
 Walburn, Frank S.
 *Walburn, Lee S.
 *Walker, Earl J.
 Wallick, Pearl
 Watson, Lillie
 Weber, Blanche M.
 *Weber, Grace G.
 Weber, Margaret R.
 Weber, William M.
 Weese, Joseph R.
 *Weese, Robert F.
 Welkman, Lucile M.
 *Wells, May E.
 Whitacre, Hazel F.
 Whiteclock, Lizzie
 Whitestine, Gladys
 *Whitmore, Isabelle
 *Wilkinson, Effie B.
 *Wilkerson, Frank B.
 *Wilftong, Lillie A.
 *Windemuth, Julia M.
 Winters, John S.
 *Winters, Princess E.
 *Wintroda, Mary W.
 *Wolf, Mattie
 Wright, Bertha
 Young, Tillie B.
 Youngblood, Eva
 Youngblood, Lena
 Zent, Vera
 Zigerli, Bertha

ONE YEAR

Ackley, Blanche M.
 Adams, Henry C.
 Aldridge, Amy F.
 Allison, Effie M.
 Allman, Bessie E.
 Altman, Gertie
 Amias, Anna R.
 Andrew, George B.
 Andrew, Clifford
 Anglemyer, Donald A.
 Apple, Neva
 Ashley, Ethel
 Ashley, Harold
 Ashley, Nell C.
 Aumock, Harry
 Austin, Faira A.
 Bagley, Earl T.
 Bagley, Harry P.
 Bailey, Maud M.
 Bailoy, Mina E.
 Blair, Frank
 Blair, Ina
 Baker, Barbara J.
 Baker, Faye

Balzer, Mary K.
 Barnes, Olive M.
 Barter, William H.
 Bash, Henry E.
 Bash, Philip P.
 Bay, Mabel A.
 Beal, Donald E.
 Beal, Dorel L.
 Beard, Ada
 Beaver, Lawrence
 Beck, Emma M.
 Beck, Herman S.
 Beck, Marshall
 Beeching, Clarence E.
 Bell, Iva D.
 Bell, William H.
 Bendel, Helen L.
 Bendel, Louis
 Bensing, Elizabeth G.
 Bensing, William N.
 Beverly, Mary O.
 Bir, Clara
 Blackburn, Bessie
 Bollinger, Dale

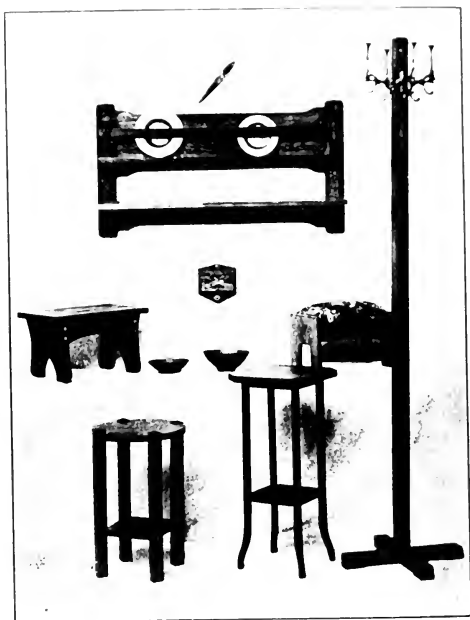
Bolton, Earl
 Bonebrake, Ethel M.
 Bonebrake, Harley W.
 Bonewitz, Charles B.
 Bonewitz, Carl G.
 Booth, Agnes I.
 Booth, Helen A.
 Bowers, Charles M.
 Bowers, David P.
 Bowers, Herbert
 Boyd, James W.
 Brandt, Lillie N.
 Branstator, Ethel
 Brickley, Kent T.
 Bridge, Mary R.
 Bridge, Orlo L.
 Briggs, Bertie
 Brindle, Edward
 Brinneman, Laura M.
 Brock, Evetta J.
 Brock, Leslie F.
 Brookover, Daisy
 Brown, Donald
 Brown, Joseph

Brown, Mabel
Brown, Marie V.
Brown, Samuel
Bubker, Troy D.
Brumbaugh, Nora
Buchler, Albert
Bullerman, William D.
Bomp, Chester C.
Borck, Florence
Burke, Charles C.
Burket, Charles
Burley, Eva M.
Bush, Edward
Buzzard, Hurl
Buzzard, Inez
Buzzard, Sarah J.
Byler, Wilfred
Cain, Blanche R.
Caldwell, Achsah E.
Caldwell, Sophia
Calonkey, Leon
Campbell, Paul
Chalfant, Don J.
Chalfant, Harry
Chapman, John
Chenoweth, Mary A.
Chenoweth, Pearl C.
Chenoweth, Ray N.
Clark, Helen
Clark, Mabel I.
Clark, Walter M.
Class, Etta
Class, Hazel M.
Class, Sarah P.
Cleveland, Marcla
Cline, Donald
Cline, Pearl
Cobb, Francis E.
Cole, Abel J.
Cole, Goldie
Cone, Harry
Cook, Edna
Cordell, Francis W.
Couch, Earl N.
Couch, Orace
Coy, Shirley E.
Craft, Jessele
Cramer, Almon P.
Crandal, Arthur V.
Crandal, Viola
Creviston, Edna O.
Crist, Carl F.
Cull, Fred C.
Cunningham, Fern I.
Cunningham, Robert O.
Curtis, Earl
Darroh, Ralph
Daugherty, Clara E.
Davidson, Hazel D.
Davidson, John
Davies, Lorene M.
Davies, Sarah W.
Davis, Clarence
Davis, Clyde L.
Davis, Freda M.
Davis, Jesse
Davis, Lloyd E.
Davis, Roy
Deemer, Harry O.
Deerwester, Cella
Deerwester, Sadie B.
DeLong, Fred W.
DeLorme, Edward C.
Delvin, Hazel C.
Denle, Mildred E.
DeVore, Genevieve
DeWitt, Andrew L.
DeWitt, Clinton R.
Dickinson, Marshall
Dickinson, Ralph R.

Diefenbaugh, Anna L.
Diefenbaugh, Louis
Diefenbaugh, Roy F.
Dille, Chester
Dille, Clellah R.
Diamond, Hazel G.
Dinius, Burnett B.
Dinius, Essie B.
Dishong, Cora E.
Doell, Karl
Doell, George A.
Doellittle, John M.
Doub, Charles
Doub, Marshall
Drover, Arthur C. II.
Drover, Herman W.
Drover, Walter H.
Drummond, Hazel A.
Dungan, Eldon R.
Duncan, Lucile
Dyer, Agnes R.
Eberhart, Effie E.
Ebersole, Jessie
Ebling, Lloyd W.
Eldridge, Eva D.
Ellison, Ides
Elser, Merl H.
Emley, Paul L.
Emley, Rudolph
Emley, Ruth
Erlenbaugh, Esther
Erlenbaugh, Lulu
Erlenbaugh, Marie E.
Evans, Bertha
Evans, Elva A.
Evans, Harry D.
Evans, Herman
Falck, Fred F.
Fanning, Edith
Farling, Ada F.
Farling, Delisle M.
Farling, Wilbur R.
Faurot, Nina J.
Faurot, Urban B.
Favorite, Edith R.
Fetters, Cora
Fetters, Robert
Fisher, Marie
Fisher, Paul R.
Fleck, Bernice E.
Fleck, Clarence B.
Folk, Ora O.
Forest, Russell
Forester, Johanna E.
Fosnaugh, Buell D.
Fosnaugh, Helen
Fosnaugh, Nora C.
France, Carlton E.
Franklin, Arnold C.
Franklin, Lillian
Franks, Minnie M.
Frary, Edna M.
Frazee, Maud
Fry, Malinda C.
Fulton, Herman F.
Fulton, Ray T.
Furste, Mary L.
Furste, Ruth A.
Furste, Waldron J.
Furstenberger, Edward
Galogly, John
Gliker, Anna M.
Glnker, Leland D.
Gintz, Julia M.
Glanton, Eva J.
Glass, Frank B.
Glass, Fretz
Glass, Paul R.
Glenn, Anna
Goodyear, Lyman

Gooley, Hazel B.
Grayston, Fred W.
Grayston, Kendrick
Grayston, Mary E. V.
Griffith, Carl
Griffith, Randolph
Griggs, Orinda H.
Grim, Mary P.
Grossman, Gladys M.
Guest, Lulu
Haag, Arthur
Haines, George F.
Ham, Wilbur J.
Hamer, Dayton S.
Hamer, Walter R.
Hamilton, Mary E.
Hamrick, Pearl
Haneline, Delia M.
Haneline, Ralph G.
Haneline, Verlin
Harbert, Aubrey S.
Harter, Faye
Harter, Helen
Hartman, Amanda M.
Hartman, Herman H.
Hartman, Katie I.
Harvey, Clyde I.
Hassold, Carl M.
Hasty, Clarence R.
Hawkins, Edwin R.
Hawley, Charles E.
Hawley, Mabel G.
Hazzard, Lee R.
Hazzard, Perry O.
Hazzard, William
Heaston, Edna
Heavey, Earl
Helney, Donald R.
Helney, Emmett C.
Helney, Hildreth
Helm, Minnie
Helm, Velma B.
Helser, Daisy J.
Helser, Dessie E.
Hemminger, Lillie M.
Henderson, Guy C.
Hendricks, Milo
Henry, Otto C.
Herndon, Hazel H.
Herndon, Otis H.
Hier, Lester W.
Highland, Charles
Highland, Hazel H.
Hildebrand, Everett E.
Hildebrand, Mabel C.
Hilyard, Iva J.
Hippensteel, Ernest W.
Hirnelae, ReEtta L.
Hoagland, Anna C.
Hoagland, Myrtle M.
Hoban, Ellen L.
Hoffman, Howard E.
Holmes, Harry
Holmes, Mary L.
Holmes, Nora A.
Hoover, Fordyce J.
Horrell, Marie
Hosler, Alfred A.
Hosler, Kenneth
Householder, Iva M.
Hubley, Adam R.
Hughes, Earl V.
Hunt, Dottie
Hunt, Theo L.
Hurd, Cato E.
Hurd, Gerald
Hurdle, Guy
Huyette, Jessie A.
Ingham, Ina A.
Irwin, Jennie

- Irwin, Willie
 Jackson, Albert
 Jackson, Anna M.
 Jackson, Frank
 Jackson, Lulu M.
 Jacobs, Frank L.
 Jacobs, Herman W.
 James, Claude M.
 Jamison, Estella M.
 John, Edna
 Johnson, Florence M.
 Johnson, Lennart
 Johnson, Manda
 Jones, Charlie
 Jones, Grover C.
 Jones, Pearl H.
 Kaey, Nellie H.
 Kalb, Blanche
 Kalb, May
 Kase, Paul C. J.
 Keefer, Ilo B.
 Keefer, Minnie M.
 Kelsor, Fred
 Kelly, James C.
 Kennedy, Desolle
 Kennedy, Homer D.
 Kenner, Prudence
 Kenner, Sumner
 Kenower, Josephine
 Kenower, Mary Louise
 Kessinger, Harry
 Kilander, Dessle
 Kilander, Lulu
 Kindig, Laura F.
 King, Blanche
 King, Everett E.
 King, Orlan
 Kirkendall, Arline
 Kirkendall, Frieda V.
 Kiser, May
 Kiser, Ralph
 Kiser, Ray F.
 Kissinger, Hattie S.
 Kissinger, Rolla H.
 Kitt, Amy B.
 Klein, Margaret
 Klem, Earl W.
 Kline, Etta L.
 Knight, Charles E.
 Knight, Gordon V.
 Koch, Celesta P.
 Koch, Karl N.
 Kreamer, Ethel
 Krieg, Lloyd L.
 Kussmaul, Ernest
 LaMont, Eva L.
 LaMont, Lionel A.
 LaMont, Lowell H.
 LaMont, Vanemin
 LaMont, Winfield L.
 Landis, Ernest C.
 Landis, John G.
 Landis, Oscar C.
 Laudeman, Luetta G.
 Laudig, Bertha
 Lavine, Cheater L.
 Lawrence, Elmer J.
 Lawrence, Mary
 Ledger, George A.
 Ledman, Grace A.
 Lee, Faily M.
 Lee, Herbert H.
 Lee, Miriam
 Lee, Nina
 Lesh, Frank E.
 Leverton, Edward J.
 Leverton, Garrett H.
 Lew, Dorna B.
 Lew, Ethel G.
 Lewis, Bertha A.
 Line, Arthur M.
 Line, Grace L.
 Line, Harry
 Line, Paul L.
 Lininger, Chloe B.
 Link, Maud
 Linville, Harry B.
 Lipinsky, Lester H.
 Long, Cleo M.
 Long, Grace
 Lowman, Hazel
 Luckey, Ethel E.
 Lukens, Harry M.
 Mace, Hettie E.
 Mader, Charles L.
 March, Earl L.
 Maxwell, Charles
 Mayne, Louis
 McArthur, Priscilla J.
 McCulley, Alonzo V.
 McCartney, Ray A.
 McClelland, Frank A.
 McClelland, Myra
 McConnell, Virginia
 McCrum, Arthur
 McCrum, Charles A.
 McCrum, Leedy L.
 McKanderfer, Paul M.
 McKinley, Leslie
 McLenn, Gladys W.
 McLean, Mary Adrienne
 Meech, Ella M.
 Mentzer, Clarence P.
 Mentzer, Una M.
 Mertz, Jay
 Messmer, Charles
 Michael, Lulu B.
 Mickley, Cleora M.
 Miller, Bernard
 Miller, Colgn W.
 Miller, Delbert
 Miller, Floe
 Miller, Goldie H.
 Miller, Grace A.
 Miller, Hershel
 Miller, Melvin M.
 Miller, Ora C.
 Miller, Paul J.
 Milligan, Mae B.
 Miltonberger, Belle
 Minnich, Harry
 Mishler, Hattie B.
 Mishler, James L.
 Mitchell, Minnie B.
 Mitten, Frederick S.
 Moak, Harry S.
 Mohler, Harold C.
 Mohler, Ruth
 Monroe, George
 Moore, Albert G.
 Moore, Allen S.
 Moore, Anna M.
 Moore, Mary S.
 Moorman, Cap J.
 Moorman, Frederick
 Morgan, Herbert G.
 Morgan, Mabel
 Morse, Charles L.
 Myers, Bessie L.
 Nave, Karl C.
 Nethercutt, Mary B.
 Newell, Mary E.
 Newell, Rosa M.
 Nichola, Samuel S.
 Nicholson, Riley H.
 Nolan, Bertha M.
 Nolan, Irene C.
 Norton, Laura E.
 Obermier, Charles M.
 O'Connor, Mary G.
 Oren, Hazel
 Overholt, Odessa V.
 Overly, Charles C.
 Park, Bernice A.
 Pastor, Gertrude
 Patten, Walter
 Paul, Anna M.
 Paul, Ford M.
 Paul, Grace
 Paul, Velma I.
 Paulding, Luther R.
 Pavey, Chloe
 Pavey, Esther L.
 Payne, Philip A.
 Penrod, Bertha P.
 Perdue, Cora J.
 Peterson, Letha M.
 Plumb, George E.
 Plumb, Walter J.
 Plummer, Olive E.
 Poorman, Aurellus
 Poorman, Clara I.
 Porter, Rubie M.
 Powell, Henry W.
 Powell, Janette G.
 Powers, Nora
 Prahl, Earl V.
 Prahl, Marie L.
 Pressel, Albadore
 Pressel, Herman
 Price, Hattie
 Prill, Elmer E.
 Prill, Laura
 Prince, Dwight L.
 Pumphrey, Ray L.
 Rahn, Emma M.
 Randall, Anna
 Randall, Robert B.
 Raver, Clyde C.
 Raymond, Margaret
 Ream, Cecil M.
 Ream, Edith B.
 Reed, Edna V.
 Reem, Lulu M.
 Renbarger, Etta C.
 Ressler, Claude F.
 Richardson, Riley B.
 Richwine, Watson
 Ricker, Iva M.
 Riley, Arva W.
 Robbins, Frennie A.
 Robison, Allee H.
 Robison, Ethel A.
 Robison, Frank
 Robison, Harry L.
 Rodger, George C.
 Roe, Roy C.
 Roth, Albert
 Roush, Etta
 Royston, John O.
 Ruggles, Emma G.
 Russell, Elvira
 Satterthwaite, Leroy
 Satterthwaite, Martha E.
 Saylor, Isabella
 Schwartz, Walter H.
 Seely, Carl D.
 Sellers, Burton
 Sellers, Reuben
 Severance, Hattie F.
 Shaffer, John O.
 Shaffer, Mahel M.
 Shank, Dessie I.
 Shaw, Mary
 Shearer, Carl
 Shearer, Viola B.
 Sheets, Estella M.
 Sheets, Marion
 Sheller, Lawrence F.
 Shennefeld, Ray E.



BENCH AND METAL WORK EIGHTH GRADE

Shideler, Paul R.	Strauss, Melissa L.	Warren, Elva C.
Shoemaker, Glenn A.	Strayer, Cleo B.	Warren, Jessie A.
Shoemaker, Harry A.	Strayer, Vivian M.	Weber, Catherine M.
Shoemaker, Landa V.	Strickland, Charles L.	Weber, Lilly M.
Shoemaker, Verna F.	Strouse, Roy	Weese, Donald
Shroyer, Ora E.	Struver, Maude A.	Wensley, Earl
Simon, Agnes	Stults, May E.	West, Ezra E.
Singer, Walter	Stuver, Henry	Wharton, Walter I.
Slagel, Frank H.	Sult, Buena Vista	Whitlock, Paul W.
Slusser, Cleveland R.	Sult, Howard A.	Whitlock, Wilfred J.
Slusser, Dessie E.	Summers, Clive	Whitmore, Hester L.
Slusser, Iva M.	Swalm, Florence	Williams, Charles A.
Smith, Clara Elizabeth	Swalm, Katie N.	Williams, Ernest W.
Smith, Edna	Swinehart, Lulu M.	Williams, Joseph D.
Smith, Edwin F.	Swinehart, Ollie C.	Windemuth, Harmon W.
Smith, Grace	Taylor, Esme A.	Windemuth, Henry F.
Smith, Hazel D.	Taylor, Lillian M.	Windemuth, Rosa M.
Smith, Lawrence	Terlinger, Laveta	Wochner, Vanessa T.
Smith, Mabel F.	Thomann, Albert	Wolf, Ida E.
Smith, Mary I.	Thomann, Edwin	Wolsieffer, Fred J.
Snyder, Eva C.	Thomann, Herbert E.	Wunderly, Mary G.
Somers, Robert	Thomas, Cyril	Wood, Glenn D.
Sowle, Chloe J.	Thompson, June	Wooley, Harry
Spach, Mabel	Tillman, Charles	Wright, Harry R.
Sprinkle, Clyde J.	Tillman, Hazel M.	Wright, Rhodes J.
Stacher, Earl	Tobias, Glenn D.	Wright, Vernon S.
Stalder, Anna C.	Tourney, Grace	Yingling, Clara E.
Stalder, Rudolph O.	Trovinger, Ina L.	Young, Harry
Stanch, Lester C.	Trovinger, Raymond	Young, Herman S.
Starbuck, Nova N.	Truman, Fred L.	Young, Jacob P.
Stephan, Freda S.	Truman, Harold E.	Young, Mary
Stephan, Louis E.	Trusler, Garnett B.	Young, Susanna
Stephan, Ralph W.	Tugendreich, Beulah	Youngblood, Elmer
Stetzel, Hazel L.	Turney, Martha A.	Youngblood, Shaffer P.
Stewart, Cecil A.	Ulrich, Stella M.	Zell, Emma
Stewart, Homer	VanAntwerp, Lou G.	Zell, Jacob H.
Stewart, Howard C.	VanDevander, Lulu B.	Zell, Minnie M.
Stewart, Ralph	Vernerder, Mary L.	Zell, William F.
Stene, Ruth E.	Vernerder, Ruth	Zeller, Vera H.
Stonebraker, Dale	Vernon, Gladys	Zeppenfeld, Katie
Stonebraker, Loren F.	Vernon, Inez	Zink, Frederick J.
Stonebraker, Malcolm D.	Wagner, Arthur B.	Zink, Louise
Stouder, Nondus	Waikel, James D.	Zink, Maude
Stouffer, Ethel P.	Walburn, Henry D.	Zink, William C.
Stouffer, Leonidas H.	Ward, Lynn	Zitzer, John G.
Straughn, Blanche B.		

STARS

The following is a list of the "Stars" for the past twenty-one years, and includes the names of pupils who were present every day during the school year, who were not tardy during the entire year, and who received 100 per cent. in deportment every month in the year.

1887-88

Ella M. Meech Mina Mae Meech

1888-89

Lizzie Corell

1889-90

Bessie Adams
George H. Bay
Elizabeth G. Bensing
Lizzie Corell
Lulu J. Corell
Florence L. Graham
Oscar N. Haines

Dessie E. Helser
Kate Heppenfield
Jesse McCrum
Minnie B. Mitchell
Edwin F. Moore
Maude Purviance

Eva M. Shurtleff
Carl P. Steele
Roy Strouse
Dessie B. Thomae
Frank S. Walburn
Jacob H. Zell

1890-91

Arthur E. Beach
Mamie V. Beeching
Burton Briggs
Lizzie Corell

Florence L. Graham
Oscar N. Haines
Elmer R. Leverton
Edwin F. Moore

Arthur Plummer
Joseph E. Plummer
Pearl F. Rall
Iva M. Slusser

1891-92

Mamie V. Beeching
Mary Beghtel
Esther M. Benner
Ada B. Burley

Pearl C. Chenoweth
Rudolph Emley
Ina A. Ingham
Summer Kenner

Edwin F. Moore
Odessa V. Overholt
Eva M. Shurtleff
Alverdo N. Young

1892-93

Mary K. Bulzer
Laura M. Brinneman
Eva J. Glanton
Oscar N. Haines

Perry O. Hazzard
Iva M. Householder
Anna I. Lacey
Iva M. Leverton

Edwin F. Moore
Iva I. Pressel
Luclen C. H. Schaefer

1893-94

Charles R. Brinneman
Bessie M. Burley
Millie E. Burley
Jessie A. Huyette
Anna I. Lacey

Frederick Moorman
Karl C. Nave
Arthur W. Pressel
Iva I. Pressel
Mary B. Pressel

Walter M. Redman
Florence B. Shaughnessy
Mamie E. Vetter
Alverdo N. Young

1894-95

Mary E. Bowman
Bessie M. Burley
Eva D. Eldridge
Carl M. Haasold
Bertha Hoover

Anna I. Lacey
Mamie E. Landis
Linnie M. Obermier
Dessie D. Ruggles

Florence B. Shaughnessy
Harry M. Wagoner
Ruth Wagoner
Alverdo N. Young

1895-96

Mamie V. Beeching
Harry D. Chenoweth
Mamie E. Fisher
Helen Harter
Amelia L. Hartman
Bertha Hoover

Effie S. Hosler
Iva G. Kocher
Lodema B. McEnderfer
Mary Adrienne McLean
Dudley E. Murray
Elma C. Redman

Estella M. Redman
Florence B. Shaughnessy
Edith R. Vetter
Mamie E. Vetter
Grace G. Weber
Princess E. Winters

1896-97

Dellie M. Farling
Mamie E. Fisher
Ralph O. Leverton

Ella J. Moore
Mary B. Pressel

Florence B. Shaughnessy
Earl S. Vernerder

1897-98

Bernice Bippus
Bertha F. Buzzard
Mamie E. Fisher
Earl I. Forrest
Johanna E. Forester
Ida Haring
Bessie E. Johnson

Gertrude F. Knight
Ella J. Moore
William C. Moore
Pearl B. Morse
Dudley E. Murray
Iva I. Pressel

Lizzie I. Shearer
Lona I. Starbuck
Jennie Thomas
Walter Wagoner
Earl J. Walker
Catherine M. Weber

1898-99

Ada B. Burley
Beatrice A. Day
Hazel G. Delvin
Emma A. Favorite

Amelia L. Hartman
George C. Landis
Dahl McNaghten
Estella M. Redman

Florence B. Shaughnessy
Jennie Thomas
William M. Weber
Vernon S. Wright

1899-00

Henry C. Adams
Mamie V. Beeching
Clara Bir
Mary M. Doub
Ada L. Farling

Addie S. Farling
Emma A. Favorite
Wallace W. Fields
Cyril E. Miller
Ethel R. Moore

Dorrit M. Planck
Estella M. Redman
Mark H. Shideier
Aubrey W. Vernon

1900-01

Herbert B. Blackburn
Hazel M. Class
Karl H. Glanton
Adam R. Hubley

Nellie H. Kacy
Eether M. Mayne
Donald G. McCabe

Goldie H. Miller
Harry E. Oate
Margaret R. Weber

1901-02

Ellnora C. Fausz
Nellie E. Hessin

Hazel G. Jackson

Vera H. Zeller

1902-03

Adele E. A. Delorme
Ellnora C. Fausz
Harold G. High

Harold D. Redman
Paul R. Shideler

Aubrey W. Vernon
Ruth Wagoner

1903-04

Amy S. Barnes
Harold G. High

Esther M. Mayne
Florence M. Plummer

Estella M. Redman

1904-05

Amy S. Barnes
Dorel L. Beal
Inez C. Lawrence

Esther M. Mayne
Velma I. Paul
Florence M. Plummer

Howard H. Shideler
Martha A. Turney

1905-06

Opal Brenneman
Ray N. Chenoweth
Nellie G. Favorite

Edith McConkey
Virginia McConnell
Florence M. Plummer

Howard H. Shideler
Muriel Webb

1906-07

Marla Cleveland
Nellie G. Favorite
Velma B. Helm

Hazel Lowman
Mabel Schelber
Muriel Webb

Mattie Wolf
Vera Zent

1907-08

Dorothy M. Brann
Arthur Haag

Miriam Lee
Bessie M. Swafford

Edith P. Swafford
Lucille Wright

The following pupils have been "Stars" for two or more years, as designated. All except those marked thus * were successive years.

FIVE YEARS

*Florence B. Shaughnessy

FOUR YEARS

*Mamie V. Beeching

Edwin F. Moore

*Estella M. Redman

THREE YEARS

Lizzie Corell
Mamie E. Fisher
*Oscar N. Haines

Anna I. Lacey
*Esther M. Mayne
Florence Marie Plummer

*Iva I. Pressel
*Alverdo N. Young

TWO YEARS

Amy S. Barnes
*Ada E. Burley
Bessie M. Burley
Ellnora C. Fausz
Emma A. Favorite
Nellie G. Favorite
Florence L. Graham

*Amelia L. Hartman
Harold G. High
Bertha Hoover
Ella J. Moore
*Dudley E. Murray
*Mary B. Pressel

Howard H. Shideler
*Eva M. Shurtloff
*Aubrey Vernon
*Mamie E. Vetter
*Ruth Wagoner
Muriel Webb

HONORS

JUNIOR CLASS

Class of '91: Alice Drummond, S. M. Saylor Prize Medalist; Anna R. Amise, Junior Prize Essayist.

Class 1 of '92: Edith B. Wright, S. M. Saylor Prize Medalist; Prudence Kenner, Junior Prize Essayist.

Class 2 of '92: Nanetta A. Thomann, First Honor; Lillie N. Brandt, Second Honor.

- Class 1 of '93: Thaddeus D. Anglenmyer, S. M. Saylor Prize Medalist; Thaddeus D. Anglenmyer, Junior Prize Essayist.
 Class 2 of '93: Otto U. King, S. M. Saylor Prize Medalist; Harry E. Weese, Junior Prize Essayist.
 Class 1 of '94: Adolph Marx, Athenian Prize Medalist; Adolph Marx, Junior Prize Essayist.
 Class 2 of '94: Jay Mertz, L. L. A Prize Medalist; Gertrude M. Gusman, Junior Prize Orator.
 Class 1 of '95: Troy H. Willes, Teachers' Prize Medalist; Louis W. Plummer, Junior Prize Essayist.
 Class 2 of '95: Mary T. Slack, L. L. A Prize Medalist; Isadore L. Marx, Junior Prize Orator.
 Class 1 of '96: Lucy Nichols, L. L. A Prize Medalist; Lucy Nichols, Junior Prize Essayist.
 Class 2 of '96: Mary E. Newell, Prize Medalist; Chas. A. McCrum, Prize Essayist.
 Class 1 of '97: Mark D. Nave, Prize Medalist; Mark D. Nave, Prize Essayist.
 (Because of the addition of one year to the High School Course, there was no contesting class 2 of '97, or Class 1 of '98.)
 Class 2 of '98: Darke D. Dickinson, Prize Medalist; Darke D. Dickinson, Prize Essayist.
 Class 1 of '99: Cora E. Holmes, Prize Medalist; Cora E. Holmes, Prize Essayist; Fred Cast, Prize Orator.
 Class 2 of '99: Claude Cline, Prize Medalist; George C. Pohler, Prize Essayist; Claude Cline, Prize Orator.
 Class 1 of '00: Samuel S. Nichols, Prize Medalist; Samuel S. Nichols, Prize Essayist; Lena M. Carson, Prize Orator.
 Class 2 of '00: Joseph R. Weese, Prize Medalist; Joseph R. Weese, Prize Essayist; M. Delight Barsh, Prize Orator.
 Class 1 of '01: Sumner Kenner, Prize Medalist; Sumner Kenner, Prize Essayist; Ada B. Burley, Prize Orator.
 Class 2 of '01: Lizzie I. Shearer, Prize Medalist; E. Gertrude Pastor, Prize Essayist; E. Mildred Winter and Claude E. Kitch, Prize Orators.
 Class 1 of '02: Pearl Franklin, Prize Medalist; Bertha M. Kenner, Prize Essayist; Pearl Franklin, Prize Orator.
 Class 2 of '02: Mary E. Hamilton, Prize Medalist; Talmage V. Michael, Prize Essayist; Mary E. Hamilton, Prize Orator.
 Class 1 of '03: Alma McCrum, Prize Medalist; Dorrit M. Planck, Prize Essayist; Grace Cline, Prize Orator.
 Class 2 of '03: Robert A. Butler, Prize Medalist; Hugo Branyan, Prize Essayist; Carl G. Bonewitz, Prize Orator.
 Class 1 of '04: Lodema B. McEnderfer, Prize Medalist; Lodema B. McEnderfer, Prize Essayist; Lester H. Lipinsky, Prize Orator.
 Class 2 of '04: Athol M. Foote, Prize Medalist; Athol M. Foote, Prize Essayist; Athol M. Foote, Prize Orator.
 Class 1 of '05: Mabel Planck, Prize Medalist; Mabel Planck, Prize Essayist; Mabel Planck, Prize Orator.
 Class 2 of '05: Mary M. Doub, Prize Medalist; Kenower W. Bash, Prize Essayist; Donald C. McClelland, Prize Orator.
 Class 1 of '06: Otha Smith, Prize Medalist; Otha Smith, Prize Essayist; Grace Carson and Harold Lipinsky, Prize Orators.
 Class 2 of '06: Hazel K. Allen, Prize Medalist; Harry R. Wright, Prize Essayist; Donald A. Purviance, Prize Orator.
 Class 1 of '07: Vilas L. Bridge, Prize Medalist; Vilas L. Bridge, Prize Essayist; Falth Thompson, Prize Orator.
 Class 2 of '07: Helen L. Bendel, Prize Medalist; Helen L. Bendel, Prize Essayist; Nellie H. Kacy, Prize Orator.
 Class 1 of '08: Howard F. Gesaman, Prize Medalist; Howard F. Gesaman, Prize Essayist; Miriam A. Taylor, Prize Orator.
 Class 2 of '08: C. Gertrude Ham, Prize Medalist; Wilda Foster, Prize Essayist; C. Gertrude Ham, Prize Orator.
 Class 1 of '09: Ruth E. Helney, Prize Medalist; Wanda E. Schaefer and Mayme LaMont, Prize Essayists; Ruth E. Helney, Prize Orator.
 Class 2 of '09: Nina A. Penrod, Prize Medalist; Nina A. Penrod, Prize Essayist; Ethel Linlinger, Prize Orator.

SENIOR CLASS

- Class of '77: William Bion Ewing, First; Charles E. Grayston, Second.
 Class of '78: Emma Gertrude Gregory, First; Nellie May Dunlap, Second.
 Class of '79: Frank W. Gregory and William H. Wilhelm, First; Lulu A. Dailey, Second.
 Class of '80: Joseph G. Ibach, First; Mollie Collins, Second.
 Class of '81: Fannie Ellis, First; Lizzie Purviance, Second.
 Class of '82: Laura A. Freel, First; Maggie C. Dailey, Second.
 Class of '83: Edith M. Kingsland, First; Jessie Whitestone, Second.
 Class of '84: Nellie Daniels, First; Edie C. Hesseln, Second.
 Class of '85: Ella C. Willis, First; Wallie Combs and Mary E. Greer, Second.

- Class of '86: Jessie T. Heiney and Cora D. Altman, First (of equal rank).
 Class of '87: Anna S. France, First; Emma E. France, Second.
 Class of '88: Ella M. Meech, First; Maggie F. Housman, Second.
 Class of '89: Helene Slack, First; George Edward Hill, Second.
 Class of '90: George B. Whitestone, First; L. G. A. Powell, Second.
 Class of '91: Anna R. Amliss, First; Fred W. Grayston, Second.
 Class 1 of '92: Edith B. Wright, First; Mary E. Wetter, Second.
 Class 2 of '92: Mary E. Hartman, First; Ernest D. Smith, Second.
 Class 1 of '93: Thaddeus D. Anglemeyer, First; Rose M. Newell, Second.
 Class 2 of '93: Emmett O. King, First; Henry F. Halscy, Second.
 Class 1 of '94: Thomas E. Daniels, First; Clara E. Lucas, Second.
 Class 2 of '94: Jay Meritz, First; Ciellah B. Lilley, Second.
 Class 1 of '95: Edwin F. Moore, First; Louis W. Plummer, Second.
 Class 2 of '95: Everett E. King, First; Charles R. Brinneman, Second.
 Class 1 of '96: Elizabeth M. Ferguson, First; Carl P. Steele, Second.
 Class 2 of '96: Mary E. Newell, First; Laura F. Kindig, Second.
 Class 1 of '97: Mark D. Nave, First; Edie S. Hosler, Second.

(Because of the extension of the high school curriculum from a twenty-four to a thirty-two credit course three years before, there was no class 2 of '97.)

- Class 1 of '98: Mabel E. Brown, First; Clara A. Favorite, Second.
 Class 2 of '98: Cora E. Holmes, First; Edith M. Hawley, Second.
 Class 1 of '99: Iva I. Pressel, First; Ella J. Moore, Second.
 Class 2 of '99: William C. Moore, First; Ruth Mohler, Second.
 Class 1 of '00: Herbert G. Morgan, First; Lena M. Carson, Second.
 Class 2 of '00: Gertrude F. Knight, First; William M. Weber, Second.
 Class 1 of '01: Guy R. Smith, First; Wallace W. Fields, Second.
 Class 2 of '01: Lizzie I. Shearer, First; E. Mildred Winter, Second.
 Class 1 of '02: Pearl Franklin, First; Wilfred W. Robbins, Second.
 Class 2 of '02: Elma Clarice Redman, First; Clara Elizabeth Yingling, Second.
 Class 1 of '03: Grace G. Weber, First; Essie B. Dinius, Second.
 Class 2 of '03: Leon Stephan, First; Ethel E. Dinius, Second.
 Class 1 of '04: May I. Smith, First; Jacob P. Young, Second.
 Class 2 of '04: Elizabeth Margaret Fields, First; Allen Ferguson Rader, Second.
 Class 1 of '05: Kenower Welmer Bash, First; Mildred Burley, Second.
 Class 2 of '05: Lillian Helen Franklin, First; Oliver Martin Saylor, Second.
 Class 1 of '06: Alice Belle Kelsey, First; Estella May Redman, Second.
 Class 2 of '06: Alice Hazel Robison, First; Helen Harter, Second.
 Class 1 of '07: Harold Goshorn High, First; Cora Estelle Dishong, Second.
 Class 2 of '07: Miriam Anderson Taylor, First; Florence Marie Plummer, Second.
 Class 1 of '08: Hazel Dell Smith, First; Charles Maxwell Paul, Second.
 Class 2 of '08: William Leland McClure, First; Edna Smith, Second.

GRADUATES OF THE HIGH SCHOOL

Revised by Carl P. Steele

CLASS OF 1877

- Jennie (Davies) Grayston, Huntington, Ind.
 Wm. Blon Ewing, assistant superintendent Drainage Canal Commission, Lagrange, Ill.
 Chas. E. Grayston, physician, Huntington, Ind.
 Anna (Murray) (Kinkade) Kaufman, Huntington, Ind.

CLASS OF 1878

- Nellie M. Dunlap, deceased, August 3, 1885.
 Emma Gertrude (Gregory) Pugh, 247 Forest Ave., Atlanta, Ga.
 Annie (Mayne) Snyder, Huntington, Ind.

CLASS OF 1879

- Frank J. Brown, 1234 Church St., San Francisco, Cal.
 Lulu A. (Dalley) Saylor, Huntington, Ind.
 May (Daniels) McDonald, Cherryvale, Kan.
 Ida (Gibler) Radabaugh, Duarte, California.
 Frank W. Gregory, professor of Latin, high school, 1605 Jackson Ave., New Orleans, La.
 Elizabeth J. (Kenower) Bash, Huntington, Ind.
 Jennie (Kenower) McGrew, Louisiana, Mo.
 Lizzie McGrew, Huntington, Ind.
 Wm. H. Wilhelm, 728 N. Alabama St., Indianapolis, Ind.
 Ella B. (Wintrose) Griffith, Muncie, Ind.

CLASS OF 1880

Margaret Campbell, teacher, Huntington, Ind.
 Mollie Collins, deceased, February 10, 1886.
 William Daniels, deceased, October, 1886.
 Joseph G. Bach, lawyer, Hammond, Ind.
 Ida (Smith) Davis, 9 East Hill St., Wabash, Ind.
 Edward Whitmore, farmer, Mt. Etna, Ind.

CLASS OF 1881

Ada (Anson) Carri, Centerville, Ill.
 Anna (Baker) Wuerston, Marion, Ind.
 Joseph Davies, Meadville, Pa.
 Fannie (Ellis) Thomas, teacher, Huntington, Ind.
 Saddle (Provine) (Shearer) Conrad, Quincy, Ill.
 Lizzie (Purviance) Beck, Huntington, Ind.
 Mamie (Raymond) Parry, Lucas, O.
 Anna (Reome) Givens, 4207 A. Fair Ave., St. Louis, Mo.
 Kate (Snyder) Wright, Huntington, Ind.
 Eranza J. Thomas, deceased, March 18, 1885.
 George O. Whitelock, grocer, Huntington, Ind.

CLASS OF 1882

Winfred E. Baldwin, physician, East Orange, N. J.
 Maggie C. Dalley, deceased, September 6, 1900.
 Robert J. Day, with the Giant Construction Company, Chicago, Ill.
 Della Delvin, teacher, Everett, Wash.
 Laura A. (Freese) Osborn, 64 Lawrence Ave., Detroit, Mich.
 Emma McGrew, Huntington, Ind.
 Emma Noel, New York, N. Y.
 William A. Stevens, architect, Chicago, Ill.
 Ella Thomas, deceased, July 16, 1889.

CLASS OF 1883

John Ewing, master mechanic, C. & O. Ry., P. O. Box 296, Richmond, Va.
 Roscoe C. Griffith, lawyer, E. Charles St., Muncie, Ind.
 Almond R. Holloway, clerk Wabash R. R., Decatur, Ill.
 Edith M. Kingsland, Elizabeth, New Jersey.
 Ida (Mangue) Smith, Huntington, Ind.
 Olive A. (Ricker) White, Seymour, Mo.
 Anna C. Stevens, deceased, July 29, 1894.
 Ida Thomas, deceased, February 3, 1897.
 Jeessie (Whitestine) Orchard, Richmond, Va.

CLASS OF 1884

Letitia (Brawley) Kenower, Huntington, Ind.
 Nellie (Daniele) Hollopeter, Albany, Ind.
 Hattie Davies, Highland Park, 322 West Ave. 55, Los Angeles, Cal.
 Effie C. (Hessin) Phillips, Pontiac, Ill.
 Charles McGrew, vice-president First National Bank, Huntington, Ind.
 Ida Radabaugh, deceased, January 11, 1898.
 Ella (Schreyer) White, Huntington, Ind.

CLASS OF 1885

Tully Anson, farmer, Mardenia, Ind.
 Charles Arnold, of H. H. Arnold & Son, dry goods, Huntington, Ind.
 J. Fred Bippus, president Huntington Light & Fuel Co., Huntington, Ind.
 Everett C. Branyan, farmer, Huntington, Ind.
 John S. Branyan, lawyer, Alberta, Canada.
 Wallie Combs, deceased, May 1, 1888.
 Mary E. (Greer) Hanna, Payne, O.
 Will Grim, clerk with Patterson & Fletcher clothing house, Ft. Wayne, Ind.
 Henry Levy, Indianapolis, Ind.
 Charles H. Lewis, deceased, September 18, 1903.
 Anna (Price) Wells, deceased, Feb. 1, 1899.
 Emma (Purviance) Morrison, Lima, O.
 Emma A. (Ricker) French, Ft. Wayne, Ind.
 John Milton Saylor, lawyer, Huntington, Ind.
 Orlatia C. Smith, farmer, Huntington Co., Ind.
 Ella C. Willis, saleswoman with H. H. Arnold & Son, Huntington, Ind.

CLASS OF 1886

Cora D. Altman, with J. C. Altman Real Estate Agency, Huntington, Ind.
 Eunice H. (Baker) Andrews, Berwin, Ill.
 Edwin Q. Drummond, clerk Master Mechanic's Office, C. & E. Ry., Huntington, Ind.
 Jessie T. (Heiney) Windle, Newark, O.
 Viola B. Holloway, clerk Master Mechanic's office, C. & E. Ry., Huntington, Ind.
 Flora A. Myers, deceased, September 18, 1890.

CLASS OF 1887

Eva B. (Ayres) (Stults) Platt, Huntington, Ind.
 Anna S. (France) Huyette, Bluffton, Ind.
 Emma E. (France) Raymond, Huntington, Ind.
 James H. Hessin, with Collins Ice Cream Co., Huntington, Ind.
 Agnes C. (Humbert) Hessin, Huntington, Ind.
 May L. (Ireland) Van Antwerp, Huntington, Ind.
 Charles F. Lucase, produce business, New York City.
 Fred L. Lucas, manager Electric Lighting Co., Pontiac, Ill.
 Ella D. (Radabaugh) Yopst, deceased, December 6, 1889.
 Von C. Shaffer, clerk Wabash Freight office, Fort Wayne, Ind.
 Flora C. (Swafford) Daltry, Huntington, Ind.
 Ota A. (Warner) Messmer, deceased, January 19, 1900.

CLASS OF 1888

Bessie DoE. Altman, clerk, John Frash, dry goods, Huntington, Ind.
 Robert M. Berry, of Berry & Son, feed barn, Huntington, Ind.
 Estelle M. Clark, Benton Walker's abstract office, 1122 Central Ave., Anderson, Ind.
 Maggie F. (Housman) Emley, Huntington, Ind.
 Edna (John) Plasterer, Huntington, Ind.
 Frank LaPointe, machinist, Anderson, Ind.
 Ella M. (Meech) Branyan, Alberta, Canada.
 Mina M. (Meech) Howell, 102 Ivy St., Atlanta, Ga.
 Leonard S. Repp, clerk Express Co., Huntington, Ind.
 Jessie (Rosebrough) O'Leary, Huntington, Ind.
 Mary Wilhelm, with Achtol Bros., commission house, Ft. Wayne, Ind.

CLASS OF 1889

Joanna L. (Anderson) Stuller, Huntington, Ind.
 Lizzie E. (Buzzard) Close, Huntington county, Ind.
 Sabina Eschbach, clerk with H. H. Arnold & Son, dry goods, Huntington, Ind.
 George Edward Hill, bookkeeper, Richmond, Ind.
 Jacob H. Kuhlman, deceased, June 8, 1890.
 Helene Slack, Woodhill, Pa.

CLASS OF 1890

C. Helena Foster, Huntington, Ind.
 Jean Harter, music teacher, 123 S. Pierce St., Lima, O.
 Minnie E. (Jacobs) Yopst, Wabash, Ind.
 Lucy A. (Lane) Emley, Huntington, Ind.
 L. G. A. Powell, dentist, Manchester Ave., Wabash, Ind.
 Hattie F. (Severance) Putman, Winfield, Kansas.
 Mary M. (Skiles) Kenower, Dixon, Ill.
 George B. Whitestine, cashier Huntington Trust Co., Huntington, Ind.

CLASS OF 1891

Anna R. Amies, Huntington, Ind.
 Harley R. Crull, L. & N. R. R., Louisville, Ky.
 Fred W. Grayston, physician, Huntington, Ind.
 Mary L. (Holmes) Blum, Asheville, N. C.

CLASS 1 OF 1892

Alice (Drummond) Kramer, Huntington, Ind.
 Lyle Harter, librarian Public Library, Lima, Ohio.
 Mabel Mayne, bookkeeper, National Bank, Camden, Ind.
 Flora E. Furvance, Huntington, Ind.
 H. Wirt Steele, general secretary of Society for Prevention of Tuberculosis of Maryland, Baltimore, Md.
 Mary E. (Wetter) Huston, Huntington, Ind.
 Edith B. Wright, 120 Fifth St., Pittsburg, Pa.

CLASS 2 OF 1892

Mary E. Hartman, teacher of Latin, high school, Huntington, Ind.
 Emily S. (Plummer) Burroughs, Kankakee, Ill.
 Lena M. Provines, stenographer, Electric Light Works, 1020 Fairfield Ave.,
 Ft. Wayne, Ind.
 Ernest D. Smith, physican, Leo, Ind.
 Nanetta A. (Thomann) Beck, Huntington, Ind.

CLASS 1 OF 1893

Thaddeus D. Anglemeyer, fruit farmer, Chelan, Washington.
 Elnora B. (Hasty) Leverton, Rochester, Ind.
 Lucy J. (Maranda) Cohn, Ft. Wayne, Ind.
 Rose M. (Newell) Reed, deceased, June 20, 1899.
 John V. Sees, lawyer, Huntington, Ind.
 Florence A. (Wiles) Shell, Huntington, Ind.
 Lida J. Wilhelm, clerk with E. E. Allen, real estate and loans, Huntington, Ind.

CLASS 2 OF 1893

Norval V. Bowman, conductor, Wabash Valley Traction Co., Huntington, Ind.
 Clara M. (Brumbaugh) Nifer, Huntington, Ind.
 Henry F. Halsey, mail clerk, postoffice, Huntington, Ind.
 Clude McD. Hamilton, New York Press, New York, N. Y.
 Mary E. (Hawley) Caudle, 408 S. New Jersey St., Indianapolis, Ind.
 Emmett O. King, lawyer, Huntington, Ind.
 Otto U. King, dentist, Huntington, Ind.
 Maggie (Raymond) Dearworth, Huntington, Ind.
 Francis I. Stults, lawyer, Huntington, Ind.
 Harry E. Weese, 518 Church St., Evanston, Ill.

CLASS 1 OF 1894

T. E. Daniels, farmer, Whitley county, Ind.
 Laura B. (Day) Mulow, 630 Michigan Ave., Hammond, Ind.
 Martha A. Holmes, Huntington, Ind.
 Clara E. (Lucas) Faber, Green River, Wyoming.
 Almeda A. Newcomb, Huntington, Ind.
 Gertrude M. (Simons) Beardsley, 201 Beardsley Ave., Elkhart, Ind.
 Deasie L. (Trussler) Baker, Toledo, Ohio.
 Clara E. (Young) Harney, Crawfordville, Ind.

CLASS 2 OF 1894

Latin Course

Clellah B. Dilley, deceased, August 13, 1895.
 John C. Elzold, court stenographer, Huntington, Ind.
 Cora E. (Houeman) Finkerton, Huntington, Ind.
 Adolph Marx, Ideal Millinery Co., 234 High St., Columbus, Ohio.
 Jay Mertz, lawyer, Muncie, Ind.
 Harold C. Mohler, supervisor manual training, Galva, Ill.
 Linda E. (Moser) Potts, Pueblo, Colo.
 Edwin F. Siegmund, physican, Andrews, Ind.
 May L. Strover, Germantown Station, Philadelphia, Pa.

English Course

Harley P. Burnison, deceased, June 16, 1895.
 Gertrude M. (Gueman) Hendricks, Grand Rapids, Mich.
 Jessie A. Huyette, teacher, Huntington, Ind.
 Lora L. (Mitten) Myers, Huntington, Ind.
 Emma L. Pastor, Huntington, Ind.
 Robert F. Williams, deceased, March 20, 1897.

CLASS 1 OF 1895

Latin Course

Minnie M. Housman, deceased, August 30, 1897.
 Mabel G. (Kenner) Haymond, Muncie, Ind.
 Edwin F. Moore, South Bend, Ind.
 Louis W. Plummer, traveling salesman, Chicago, Ill.
 Ticy R. Wiles, monotype operator, Chicago, Ill.

English Course

Maude M. (Bailey) Long, Huntington, Ind.
 Leona M. (Fisher) Renner, Huntington, Ind.
 Clark C. Griffith, clerk C. & E. Ry. offices, Huntington, Ind.

CLASS 2 OF 1895

Latin Course

Charles O. Bechtol, physician, Marion, Ind.
 Charles R. Brinneman, —, Arkansas.
 Martha J. Buzzard, Huntington, Ind.
 Ida L. Hartman, telephone exchange, Huntington, Ind.
 Della M. Hasty, clerk, Racket Store, Huntington, Ind.
 Bertha E. (Hoover) (Merritt) Gard, Huntington, Ind.
 Everett E. King, civil engineer, R. I. R. R., Trenton, Mo.
 Robert C. McCaughey, Huntington, Ind.
 Walter S. Mitchell, 2320 St. Catherine St., Montreal, Canada.
 Lucy (Nichols) Long, Logansport, Ind.
 Adelaide I. Rhine, deceased, January 14, 1901.
 Elizabeth H. (Slack) Lovelace, Corona, Cal.
 Mary T. (Slack) Layne, Ocean Park, Cal.
 Josephina (Wilhelm) Grupe, Ft. Wayne, Ind.

English Course

Ida D. (Bell) Miller, Ft. Wayne, Ind.
 William H. Bell, bookkeeper, Schaff Bros. Piano Co., Huntington, Ind.
 Sarah A. Buzzard, Huntington, Ind.
 Heber P. Harter, real estate, Oklahoma City, Oklahoma.
 Clarissa W. Henston, Huntington, Ind.
 Isadore L. Marx, Marx Clothing House, Huntington, Ind.
 Oma L. (Weisman) Strauss, Huntington, Ind.

CLASS 1 OF 1896

Latin Course

H. Frank Bailey, with H. M. Purviance, furniture and undertaking, Huntington, Ind.
 Isadore M. (Eschbach) Dieffenbaugh, Huntington, Ind.
 Elizabeth S. (Ferguson) Lesh, Taylor, Texas.
 Orville S. Lippman, stenographer, Chicago, Ill.
 Mary D. McClanahan, deceased, May 9, 1899.
 Jesse McCrum, farmer, Mishawaka, Ind.
 Carl P. Steele, of F. Dick's Son & Co., Huntington, Ind.
 Margaret H. (Young) Murray, Huntington, Ind.

CLASS 2 OF 1896

Latin Course

Earl T. Bagley, deceased, April 24, 1900.
 Charles D. Heasler, teacher, Bluffton, Ind.
 Laura F. Kindig, with J. H. Kindig, bicycles, Huntington, Ind.
 Charles A. McCrum, lawyer, Kansas City, Mo.
 Mary E. (Newell) Thorne, Huntington, Ind.
 Pearl F. Rall, 1145 S. Burlington Ave., Los Angeles, Cal.
 Frank B. Wilkerson, 557 W. 65th St., Chicago, Ill.

English Course

Anna I. Lacey, bookkeeper, Wabash, Ind.

CLASS 1 OF 1897

Latin Course

William B. Cast, draughtsman, Chicago, Ill.
 Lawrence E. Crull, bookkeeper, Huntington County Bank, Huntington, Ind.
 Calvert E. Favorite, clerk, postoffice, Huntington, Ind.
 Effie S. Hosler, bookkeeper, Barker, Brown & Co., shoe factory, Huntington, Indiana.
 Edith V. (Mount) Barnes, Hutchinson, Kansas.
 Mark D. Nave, traveling salesman, Indianapolis, Ind.
 Herbert B. Spencer, real estate and loan office, Lima, Ohio.
 Estella M. (Stewart) (Hawk) Killen, Mt. Etna, Ind.

English Course

Maud Scott (Gusman) Richards, Raton, New Mexico.
 Charles A. Williams, farmer, Huntington, Ind.

(NOTE: Because of the extension of the high school curriculum from a twenty-four to a thirty-two credit course three years ago, there was no class 2 of 1897.)

CLASS 1 OF 1898

Latin Course

Clara A. Favorite, Huntington county, Ind.
Lucy F. (Weese) Klein, Huntington, Ind.

German Course

Mabel E. Brown, teacher, E street, Marion, Ind.
Cary A. Kehler, employee Erie R. R., Huntington, Ind.

CLASS 2 OF 1898

Latin Course

Ethel J. Blickenstaff, Oklahoma City, Oklahoma.
Dorke D. Dickinson, deceased, December 21, 1900.
Cora E. (Holmes) Lesh, Huntington, Ind.
Pearl V. (Lesh) Hart, Paducah, Ky.
Ruby S. (Rockefeller) Burriss, Huntington, Ind.
Earl J. Walker, lawyer, Chicago, Ill.

German Course

Fred W. DeLong, stenographer, Toledo, Ohio.
Milton I. Miller, travelling salesman, Toledo, Ohio.

Latin and German Course

Edith M. Hawley, Huntington, Ind.

CLASS 1 OF 1899

Latin Course

Cordella T. (Abendroth) Cast, Chicago, Ill.
Fred Cast, assistant supt. International School of Correspondence, Akron, Ohio.
Sarah E. (Dickinson) Craig, 1844 Crawford Road, Cleveland, Ohio.
Adda B. (Foeter) Emmons, Winona Lake, Ind.
Wallace S. Grayston, surgeon, Huntington, Ind.
Dorman E. Haley, physician, 611 S. State St., Belvidere, Ill.
Dessie B. (Kitch) Grayston, Huntington, Ind.
Ella J. Moore, teacher, Huntington, Ind.
Ella J. Morford, teacher, Bippus, Ind.
Bertha V. (Patton) Kenyon, Huntington, Ind.
Iva I. (Pressler) Redding, deceased, January 10, 1904.
John C. Winter, Terre Haute, Ind.

German Course

Gertrude L. (Hoover) Glenn, Huntington, Ind.
Stacy T. Moore, draughtsman, National Wire-bound Box Co., 808 S. Clinton St., South Bend, Ind.
George C. E. Pohler, employee Wabash R. R., Ft. Wayne, Ind.
Dessie D. (Ruggles) Redding, Huntington, Ind.

CLASS 2 OF 1899

Latin Course

Claude Cline, lawyer, Huntington, Ind.
Effe E. (Harlow) Jackman, Huntington, Ind.
Ruth (Mohler) Gierhart, Huntington, Ind.
William C. Moore, secretary Y. M. C. A., Portland, Oregon.

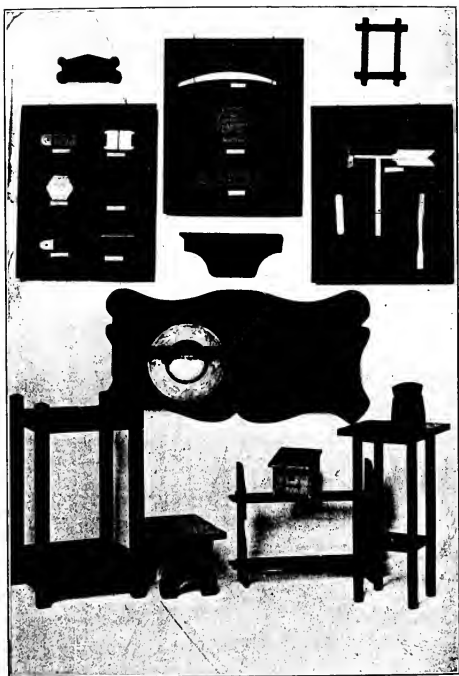
German Course

Maud M. (Kuhlman) Zurbuch, Ft. Wayne, Ind.

CLASS 1 OF 1900

Latin Course

Lena M. Carson, teacher, Huntington, Ind.
Bonnie E. D. Gibson, stenographer, Huntington Mill Co., Huntington, Ind.
Herbert G. Morgan, electrical engineer, Chicago, Ill.
Mary A. (Truman) Grayston, Huntington, Ind.



KNIFE, BENCH, AND METAL WORK—SIXTH, SEVENTH, AND EIGHTH GRADES.

German Course

Laeuna B. (Carr) Williams, Huntington, Ind.
 Samuel S. Nichols, manager electrical company, El Paso, Texas.
 Flora J. Wilhelm, clerk, Purviance & Beal, dry goods store, Huntington, Ind.
 Dora B. Williams, teacher, Huntington county, Ind.

CLASS 2 OF 1900

Latin Course

Harry I. Allen, lawyer, 700 Commercial National Bank Bldg., Chicago., Ill.
 Adelbert A. Bridge, dentist, Tipton, Ind.
 Ada B. (Burley) McLain, Huntington, Ind.
 Marie E. (Kinkade) VanAntwerp, Huntington, Ind.
 Gertrude F. Knight, teacher, Huntington county, Ind.
 Dwight A. Lawver, electrical engineer, 359 Humbolt Ave., Chicago, Ill.
 Grace A. Ledman, stenographer, Huntington, Ind.
 Iva M. Leverton, Huntington, Ind.
 Mary G. O'Connor, bookkeeper, H. M. Purviance's furniture store, Huntington, Ind.
 Elzitha D. (Venard) Meler, Muncie, Ind.
 Kate E. (Wilhelm) Glancy, Cincinnati, Ohio.

German Course

Anthony M. Garrett, electrical engineer, Chicago, Ill.
 William D. O'Connor, mechanical engineer, Harvey, Ill.
 Lilly M. Weber, teacher, Hoopston, Ill.
 William M. Weber, farmer, Huntington, Ind.
 Joseph D. Williams, farmer, Huntington, Ind.

CLASS 1 OF 1901

Latin Course

Edma M. (Kaufman) Kelly, Tiffin, Ohio.
 Claude E. Kitch, teacher, Vincennes, Ind.
 Harry G. Price, stenographer, Tonapah, Nev.
 Guy R. Smith, R. R. mail clerk, Huntington, Ind.

German Course

Wallace W. Fields, R. R. mail clerk, Huntington, Ind.
 Melissa L. (Strause) Mullen, Rushville, Ind.

CLASS 2 OF 1901

Latin Course

Grace A. (Bailey) Smith, Huntington, Ind.
 Bessie M. Burlay, teacher of painting, Huntington, Ind.
 Fay N. Crull, Huntington, Ind.
 Emma A. Favorite, teacher, Middletown, Ind.
 Lizzie I. (Shearer) Hacker, Huntington county, Ind.
 Mary E. Spice, teacher, Anderson, Ind.
 Jennie Thomas, Inglewood, Cal.
 Joseph R. Weese, traveling salesman, Huntington, Ind.

German Course

George H. Bay, mail carrier, Huntington, Ind.
 Dahl (McNaghten) Curfman, Huntington, Ind.
 E. Gertrude (Pastor) Austin, Gallon, Ohio.
 Martha E. (Wise) Lowman, Huntington, Ind.

Latin and German Course

E. Mildred Winter, teacher, Terre Haute, Ind.

CLASS 1 OF 1902

Latin Course

Nell B. Emley, special apprentice, Erie R. R., Meadville, Pa.
 Pearl Franklin, student, University of Chicago, Chicago, Ill.
 Bertha M. (Kenner) Sale, Huntington Ind.
 Homer L. McClelland, with Armour Packing Co., cor. Commerce St. & St. Louis Ave., Mobile, Alabama.
 Willfred W. Robbins, teacher, University of Colorado, Boulder, Col.
 Lillian A. (Selgmund) Levering, Montpelier, Ind.
 Earl Steele, reporter, Evening Herald, Huntington, Ind.

German Course

Elmer R. Leverton, dentist, Chicago, Ill.

CLASS 2 OF 1902**Latin Course**

Mamie V. Beeching, teacher, Huntington, Ind.
 Pearl (Cline) Myers, student, Indiana University, Bloomington, Ind.
 Edith R. (Favorite) Favinger, Crowley, La.
 Mary E. (Hamilton) Beck, Bloomington, Ind.
 Fairy M. (Lee) Calvert, 3627 N. Clark St., Chicago, Ill.
 Priscilla J. McArthur, first assistant librarian, City Free Library, Huntington, Indiana.
 Alma McCrum, teacher, Indianapolis, Ind.
 Alta M. (McHenry) Conkle, Huntington, Ind.
 Talmage V. Michael, student, Indiana University, Bloomington, Ind.
 Dessie A. Moore, teacher, Huntington, Ind.
 Ethel R. Moore, student, Earlham College, Richmond, Ind.
 Clarence L. Newell, employee Erie R. R., Huntington, Ind.
 Dorrit M. Planck, stenographer, Price & Rosebrough Insurance, Huntington, Indiana.
 Lucille Rader, teacher, Des Moines, Iowa.
 Elma C. (Redman) Walters, Bedford, Indiana.
 Ellie M. (Ressler) Flowers, Sturgis, Mich.
 Arva W. Riley, R. R. postal clerk, Blackwell, Oklahoma.
 Blanche (Rourke) Riley, Blackwell, Oklahoma.
 Olive M. (Shock) Bailey, Huntington, Ind.
 Edward E. Shoup, Ft. Wayne, Ind.
 Mabel Spach, music teacher, Chicago, Ill.
 Edith M. (Spencer) Mylott, Lima, Ohio.
 Clara E. Yingling, Huntington, Ind.

German Course

Mary E. Bowman, teacher, Huntington, Ind.
 Stella M. (Urich) Bickenstaff, Guthrie, Oklahoma.
 Mamie I. Williams, Minneapolis, Minn.

CLASS 1 OF 1903**Latin Course**

Grace Cline, music teacher, Huntington, Ind.
 Essie B. Dinius, teacher, Huntington, Ind.
 Gresham W. Kenner, electrician, Ft. Wayne, Ind.
 Ava S. Mahoney, Huntington, Ind.
 Harriet C. Price, Huntington, Ind.

German Course

Lisette S. (Knipp) Schoepper, Huntington, Ind.
 Mamie E. Landis, Huntington, Ind.
 Fairy E. Overholt, clerk, Daniel Overholt, dealer in sewing machines, Huntington, Ind.
 Grace G. Weber, teacher, Huntington, Ind.

CLASS 2 OF 1903**Latin Course**

Hugo Branyan, interne Streeter Hospital, 2646 Calumet Ave., Chicago, Ill.
 Kent T. Brickley, student, Oberlin College, Oberlin, Ohio.
 Ethel E. Dinius, nurse, Indianapolis, Ind.
 Lodema B. McEnderfer, deceased, April 9, 1905.
 Leon Stephan, instructor University of New Mexico, Albuquerque, N. M.
 Inez (Vernon) Krebs, Huntington, Ind.
 Arthur B. Wagner, train dispatcher, Ft. Wayne & Wabash Valley Traction Co., Huntington, Ind.
 Vintry L. Weaver, student, Central College, Huntington, Ind.
 Mary G. (Wonderly) Lee, Jersey City, N. J.

German Course

Lura B. Mann, bookkeeper, Foster furniture store, Ft. Wayne, Ind.
 Florence Vernon, Huntington, Ind.

CLASS 1 OF 1904

Latin Course

Carl Bonewitz, teacher, Huntington county, Ind.
Lester H. Lipinsky, with American Puritano Food Co., Cleveland, Ohio.
May I. Smith, second assistant librarian, City Free Library, Huntington, Ind.
Rosanna E. Weese, music teacher, Huntington, Ind.

German Course

Edith Vetter, clerk, Strodel's dry goods store, Huntington, Ind.

Commercial Course

Jacob P. Young, science teacher, high school, Huntington, Ind.

CLASS 2 OF 1904

Latin Course

Jessie B. (Baker) Crigg, Terre Haute, Ind.
Luke S. Brickley, student, Oberlin College, Oberlin, O.
Elizabeth M. (Fields) Ward, Ft. Wayne, Ind.
Marlon Athol (Foote) Todd, Huntington, Ind.
Edna H. Grafton, Huntington, Ind.
Florence L. Grayston, Huntington, Ind.
Roy E. Hart, clerk in freight depot, Erie R. R., Huntington, Ind.
Minnie L. Hawkins, Otterbein, Ind.
Ruby M. Heckler, —, Texas.
Oliver Martin Kocher, Huntington, Ind.
Jeannette Beryl Lippman, instructor in bookkeeping, Huntington Business University, Huntington, Ind.
Belle E. Miltonberger, Huntington, Ind.
Anna M. Moore, Huntington, Ind.
Allen F. Rader, newspaper office, Des Moines, Iowa.
Carl G. Swan, electrician, Huntington, Ind.

Commercial Course

Mabel A. Bay, stenographer, Collins Ice Cream Co., Huntington, Ind.

CLASS 1 OF 1905

Latin Course

Kenower W. Bash, student, University of Michigan, Ann Arbor, Mich.
Mildred Burley, teacher, Hurley, Wisconsin.
Charles A. Fisher, student, DePauw University, Greencastle, Ind.
Iva Mabel Planck, Huntington, Ind.

Commercial Course

Chester L. Bailey, principal schools, Mexico, Ind.
Ida Harink, bookkeeper, Kriegbaum Bros., Huntington, Ind.
Pearl B. Morse, Huntington, Ind.

CLASS 2 OF 1905

Latin Course

Amy S. Barnes, clerk, Huntington Times Office, Huntington, Ind.
Ruth A. Barsh, student, Indiana University, Bloomington, Ind.
Hale J. Bradley, Bradley Bros., Huntington, Ind.
Ethel E. Coleman, Huntington, Ind., R. R.
Mary M. Doub, teacher of elocution, Huntington, Ind.
Hazel A. Drummond, student, Indiana State Normal School, Terre Haute, Ind.
Mazo F. Ferguson, prof. ancient and modern languages, Central College, Huntington, Ind.
Lillian H. Franklin, student, Indiana University, Bloomington, Ind.
Amy B. (Kitt) Stephan, Albuquerque, N. M.
Harold A. Lipinsky, student, Purdue University, Lafayette, Ind.
Donald C. McClelland, student, Indiana University, Bloomington, Ind.
Oliver M. Saylor, student, Oberlin College, Oberlin, Ohio.
Otha B. Smith, musical entertainer, Huntington, Ind.
William Paul Spencer, student, Purdue University, Lafayette, Ind.
Maude Starbuck, music teacher, Huntington, Ind.
Paul M. Taylor, student, Northwestern University, Evanston, Ill.
Ruth Burns Tucker, Friendswood, Indiana.
Gladys Vernon, stenographer, Ft. Wayne, Ind.
Mary W. Wintrode, teacher, Huntington, Ind.

German Course

Alexander E. Hunt.

John Clarence Henry, employe, C. & E. R. R., Huntington, Ind.

CLASS 1 OF 1906

Latin Course

Marshal Beck, student, Northwestern University, Evanston, Ill.

Charles L. Buchanan, mgr. Sam Buchanan & Co., plumbers, Huntington, Ind.

Grace D. Carson, bookkeeper, Collins Ice Cream Co., Huntington, Ind.

Ralph R. Dickinson, special agent for Bankers' Surety Company, Cleveland, O.

Alice B. Kelsey, student, Indiana State Normal School, Terre Haute, Ind.

Gladys I. McClure, Huntington, Ind.

Donald V. Peden, of H. V. Peden & Sons, Huntington, Ind.

Laura A. Pehler, stenographer, Ft. Wayne, Ind.

Cressie E. (Raver) Frohlich, Kramar, N. D.

Estella M. Redman, stenographer, Wabash, Ind.

Robert P. Weese, student, Northwestern University, Evanston, Ill.

German Course

Grace D. Cole, bill clerk with Machinists' Supply Co., Chicago, Ill.

Samuel W. Skidmore, student, Purdue University, Lafayette, Ind.

Margaret Ruth Weber, supervisor of drawing and art, Heopston, Ill.

Commercial Course

Adele E. A. Delorme, clerk, Strodel's dry goods store, Huntington, Ind.

CLASS 2 OF 1906

Latin Course

Hazel K. Allen, teacher, Anderson, Ind.

Helen Harter, student, Lake Erie College, Painesville, Ohio.

Nina F. Mahoney, Huntington, Ind.

Donald A. Purviance, of Weber & Purviance, grain dealers, Huntington, Ind.

Estella Thomas, teacher, Markle, Ind.

Pearl W. Young, clerk in recorder's office, Huntington, Ind.

German Course

Elizabeth B. Bourdon, teacher, Roanoke, Ind.

Vilas L. Bridge, night agent, ticket office, C. & E. R. R., Huntington, Ind.

Alice H. Robison, stenographer, Chicago, Ill.

Ethel G. Wise, Ft. Wayne, Ind.

Commercial Course

Harry R. Wright.

CLASS 1 OF 1907

German Course

Mary Bendel, Huntington, Ind.

Bessie H. Blackburn, student, Indiana State Normal School, Terre Haute, Ind.

Kenneth Dean Butler, student, Huntington Business University, Huntington, Indiana.

Cora E. Dishong, Huntington, Ind.

Lionel A. LaMont, with Charles E. Miller & Co., automobile works, Anderson, Indiana.

Mary Adrienne McLeau, Huntington, Ind.

Erma S. Price, Huntington, Ind.

Mabel E. Robison, stenographer, Huntington, Ind.

Etta M. Walter, student, Indiana State Normal School, Terre Haute, Ind.

Elbert D. Ware, student, Purdue University, Lafayette, Ind.

Latin Course

Hettie D. Garner, clerk, John Strodel department store, Huntington, Ind.

Harold G. High, reporter, Morning Herald, Huntington, Ind.

Faith Thompson, Huntington, Ind.

Flaud E. Coolman, Huntington, Ind.

Grace Ream, student, Indiana State Normal School, Terre Haute, Ind.

Commercial Course

Blanche R. Cain, stenographer, Cline, Branyan & Cline, law office, Huntington, Ind.

Roy Whitmore, employee Wells Fargo Express Co., Huntington, Ind.

CLASS 2 OF 1907

Latin Course

Marie K. Baker, clerk, Baker & Sees real estate office, Huntington, Ind.
 Edgar R. Barnes, operator linotype machine, envelope factory, Dayton, Ohio
 Ruth R. Dinius, Brazoria, Texas.
 Knowlton H. Kelsey, student, DePauw University, Greencastle, Ind.
 Miriam A. Taylor, student, National Park Seminary, Forrest Glenn, Maryland.
 Garnett B. Trusler, Huntington, Ind.
 Isabella Whitmore, teacher, Huntington Co., Huntington, Ind.

German Course

Helen L. Bendel, music teacher, Huntington, Ind.
 Esther M. Buzzard, Huntington, Ind.
 Mark E. Hamer, district agent, John Hancock Life Insurance Co., Huntington, Ind.
 Florence Marie Plummer, clerk, Overholt & Waymack paper store, Huntington, Ind.

Commercial Course

Nellie H. Kacy, clerk, Penfield Jewelry store, Huntington, Ind.
 John A. McArthur, Huntington, Ind.
 Claire V. Zeller, assistant credit man, Franklin McVeach & Co., Chicago, Ill.

CLASS 1 OF 1908

Latin Course

Anna Boehler, clerk, hardware store, Lafayette, Ind.
 Hildreth Helney, teacher, Huntington county, Ind.
 Robert F. L. Lane, with Q. X. Z. Lane, ophthalmologist, Huntington, Ind.
 Mary Edith Lucas, teacher, Huntington county, Ind.
 Hazel D. Smith, teacher, Huntington county, Ind.
 William Paul Whitelock, clerk, W. T. Whitelock & Sons' grocery, Huntington, Ind.

German Course

Ort H. Ertzinger, Huntington, Ind.

Commercial Course

Charles M. Paul, teacher, Markle, Ind.

CLASS 2 OF 1908

Latin Course

Dale C. Beatty, student, DePauw University, Greencastle, Ind.
 Ralph W. Burley, caller, Erie R. R., Huntington, Ind.
 Mildred G. Butler, student, Indiana State Normal School, Terre Haute, Ind.
 Miriam A. Coulter, teacher, Huntington county, Ind.
 Nellie G. Favorite, Huntington, Ind., R. R.
 Ruth E. Helney, student, Winona Normal School, Winona Lake, Ind.
 William L. McClure, Huntington, Ind.
 Chloe Pavey, Huntington, Ind.
 Agnes Saylor, Huntington, Ind.
 Dessie E. Slusser, clerk, Repp's grocery, Huntington, Ind.
 Glenn H. Souers, of George W. Souers & Sons, Huntington, Ind.
 Ottilia M. Stahl, clerk in township trustee's office, Huntington, Ind.
 Edith M. Swalm, Huntington, Ind.
 Effie Tuttle, Huntington, Ind.
 Lydia Ellen Zirkle, Roanoke, Ind.

German Course

Henry E. Bash, student, Ames University, Ames, Iowa.
 Mabel I. Clark, Huntington, Ind.
 Wilda Foster, Huntington, Indiana.
 Jesse T. D. Grayston, student, Huntington Business University, Huntington, Ind.
 Mary E. V. Grayston, student, Rochester Athenaeum Mechanical Institute, Rochester, New York.
 Cella G. Ham, student, Winona Normal School, Winona Lake, Ind.
 Henry J. Koch, reporter, Morning Times, Huntington, Ind.
 Mayme LaMont, clerk, Dr. Otto U. King's office, Huntington, Ind.
 Edna Smith, Huntington, Ind.

Commercial Course

Emmett B. Ewart, clerk to master mechanic, Erie R. R., Huntington, Ind.
 Howard F. Gesaman, general superintendent Erie Stone Company, Huntington, Ind.
 Grace E. Kalb, Huntington, Ind.
 Guenevere B. Stevens, student, Western College for Women, Oxford, O.
 Herbert R. Zent, Majestic Furnace & Foundry Co., Huntington, Ind.
 Paul Zirkle, Roanoke, Ind.

ENROLLMENT AND CLASSIFICATION

The following list gives the names of all pupils enrolled in the city public schools for the school year closing May 23, 1908, classified for the school year opening August 31, 1908.

HIGH SCHOOL

POST GRADUATES

Plummer, Marie

Trusler, Garnett

Weese, Robert

GRADUATES

CLASS 1 OF '08

Beehler, Anna
Ertzinger, Ort
Helney, Hildreth

Lane, Robert
Lucas, Edith
Paul, Charles

Smith, Hazel
Whitelock, Paul

CLASS 2 OF '08

Bash, Henry
Beatty, Dale
Burley, Ralph
Butler, Mildred
Clark, Mabel
Coulter, Mirlam
Ewart, Emmett
Favorite, Nellie
Foster, Wilda
Gesaman, Howard

Grayston, Jesse
Grayston, Mary
Ham, Celia
Helney, Ruth
Kalb, Grace
Koch, Henry
LaMont, Mayme
McClure, William
Pavey, Chloe
Saylor, Agnes

Slusser, Dessie
Smith, Edna
Sours, Glenn
Stahl, Ottilia
Stevens, Guenevere
Swalm, Edith
Tuttle, Effie
Zent, Herbert
Zirkle, Ellen
Zirkle, Paul

UNDERGRADUATES

The numbers following the names indicate the number of credits earned. A credit means a half-year of satisfactory work in a subject, five recitations per week. Thirty-two credits are required for graduation.

SENIORS

Ackley, Blanche.....24
Beehier, Clara.....25
Buzzard, Bertha.....28½
Duncan, Mildred.....26
Emley, Don.....30
Fleck, Clarence.....26
Hart, Max.....29
Hullinger, Wilbure.....28
Kehler, Georgia.....28
Keller, Marion.....25
LaMont, Heber.....28½
Lawyer, Eldon.....24
Leverson, Ralph.....29
Liggett, Camille.....24
Lininger, Ethel.....24

Mason, Elizabeth.....25
McCabe, Gordon.....25
McCrum, Lela.....24
McLean, Gladys.....28
Miles, Leah.....28½
Miller, Paul.....25½
Penrod, Nina.....24
Platt, Mildred.....28
Schaefer, Wanda.....28
Shock, Charles.....24½
Sites, Mary.....24
Smith, Ivan.....24
Somers, Robert.....28½
Tillman, Hazel.....25
Wagoner, Harmon.....28½

JUNIORS

Branyan, Bessie.....23
Branyan, Harold.....16
Brown, Ruth.....16½
Buchanan, Eugene.....17½

Buchanan, Isabella.....18
Bucher, Earl.....23½
Burley, Eva.....20½
Cain, Gladys.....23

Cane, Chadre	17½	Powell, Frank	21
Edwards, Ruth	17	Pugh, Lucile	18½
Gates, Zella	21	Robins, Constance	21½
Gilanton, Karl	18	Scheerer, Arthur	16
Hauer, Darwin	18	Shank, Walter	17½
Huffman, Clytie	22	Shelburne, Cephas	20½
Henderson, Guy	21	Shutt, Ora	20
Hugh, Howard	17½	Smith, Elizabeth	18
Johnson, Lillian	18	Smith, Tealoula	17½
Lawrence, Briant	22	Snyder, Wilbur	20
Lund, Kenneth	23	Truman, Ralph	20
Lucas, Geneva	21	Wagoner, Walter	19
Martin, Herman	16	Weber, Paul	18½
McCalland, Myra	17	Whitmore, Sarah	19½
McCrum, Lloyd	18	Williams, Marguerite	16½
Meden, Matie	20	Winters, Mabel	16
Plumb, George	17	Zent, Vern	17
Plumb, Walter	20		

SOPHOMORES

Abbott, May	13	Kalb, Mae	12
Baush, Aubrey	8	Kaufman, Hope	8½
Bendel, Louis	10	Kenower, Josephine	8½
Brock, Hazel	15	Kramer, Leroy	15
Burns, Flora	13	Kuhlman, Helene	13½
Burke, Jean	12½	LaMont, Edith	13½
Buzzard, Inez	10½	Lawver, Virgil	12
Calvert, Leola	13½	Maloney, Paul	13
Cappels, Rose	8	McConkey, Edith	15
Carr, Hazel	13½	Miller, Cleo	8
Crabbs, Gladys	8	Myers, Ruth	11
Crabbs, Roland	13	Paul, Edith	12
Crist, Clifford	11	Peterson, Letha	15½
Culp, Routh	8	Pressel, Herman	10½
Curran, Charles	8	Price, Pearl	12
Day, O. C. Lee	9½	Quick, Von	13½
DeArmitt, DeVore	8	Saylor, Arthur	8½
Dinius, Burnett	12	Saylor, Henry	12
Doub, Maida	15	Sealey, Carl	14
Elvin, Mary	11½	Shook, Mary	15½
Erehart, Mark	10	Stetzel, Everett	14
Etzold, Hazel	8½	Summers, Clive	13
Fanning, Dwight	15½	Trixler, Leo	8½
Ferguson, Ross	10	Weaver, Gertrude	12½
Finagan, Everett	12½	Webb, Muriel	8½
Frech, Hortense	12	Weber, Modjeska	8½
Furste, Ruth	12½	Weese, Mildred	12
Gibney, Stella	13	Whitmore, Mary	10½
Hawley, Frank	8	Williams, Theodosia	8
Helm, Charles	12	Wilson, Olive	9
Heiser, Fred	15½	Wright, Clarence	8
Hier, Zelma	8½	Zell, Minnie	11
Hoban, Ellen	15½	Zirkle, Viola	9
Ireland, Ray	11		

FRESHMEN

Aldridge, Amy	7½	Drover, Evalene	4
Barber, Floyd	4	Dumbauld, Grace	0
Beck, Magdalena	6½	Edsall, Marie	3
Bennett, Homer	7	Emley, Paul	7
Bilnn, Hilda	6½	Faurot, Ivan	4
Brechaugh, Clarence	5	Frederick, Ernest	6
Bridge, Griffin	5	Gemmer, Herbert	2
Brimmenan, Allen	5	Grass, Arthur	4
Brumbaugh, Hazel	5	Hammond, Wilbur	6
Buchanan, Lillian	1	Hardy, Janet	7½
Caln, William	5	Harnish, Glenn	2
Cass, Lucy	0	Hart, Arla	0
Clark, Elwood	6	Hart, Don	6
Conarty, Edward	0	Hildebrand, Ethel	4½
Cook, Forest	6½	Hirsch, Lee	0
Correll, Marie	4	Hullinger, Violet	6½
Daniels, Cora	0	Hurd, Leland	3
Delvin, Robert	2	Jacobs, Donna	4½
Dickinson, Courtland	5	Johnson, Dean	7
Dikshong, Ruth	0	Kindler, Charles	7

Kirkendall, Frieda.....	2½	Robinson, Bessie.....	5
Kiser, Hazel.....	4	Scheerer, Hayden.....	4
Kunce, Harry.....	6	Shavey, Grover.....	4
Layne, Hazel.....	1	Sheets, Marlon.....	5
Lucas, Helen.....	5	Shideler, Mark.....	3
Mace, Armina.....	6½	Shideler, Paul.....	3
McCahill, Nellie.....	6½	Shroyer, Goldie.....	4
McClure, Lucile.....	7½	Shutt, Susan.....	0
Merriman, Ervin.....	3	Smith, Emery.....	0
Miller, Bertha.....	7	Snap, Floral.....	7½
Miller, Ethel.....	7½	Strauss, Donald.....	5½
Morgan, Ralph.....	2	Terflinger, Laveta.....	5
Morrison, Justin.....	0	Tharp, Hope.....	7
Myers, Ruby.....	7	Tugendreich, Beulah.....	7
Nevius, Audrie.....	6	Vernon, Aubrey.....	5
Patterson, Robert.....	5	Wearly, Prentice.....	1
Paul, Russell.....	6	Weaver, Spencer.....	5
Payne, Philip.....	7	Weese, Clarissa.....	0
Price, Hessin.....	2	Weisman, Lucile.....	4
Furviance, Agnes J.....	4	Wells, May.....	4½
Raber, Carl.....	0	Winebrenner, Freda.....	5½
Raney, Freta.....	7½	Wonderly, Paul.....	5
Richardson, Riley.....	5	Wright, Bertha.....	4
Rinehart, Grace.....	4		

GRAMMAR SCHOOLS

PROMOTIONS TO HIGH SCHOOL

CENTRAL SCHOOL

Anderson, Russell	Curran, Margaret	McCabe, Donald
Brown, Abner	Emley, Ruth	Quick, Guy
Bucher, Roy	Fast, Evan	Smith, Glenn
Caswell, Mary	Powerbaugh, Grace	Stults, Virginia
Crull, Fern	Hamer, Dayton	Terhune, Mary
Curran, Lucile	Hanes, Fred	Whitacre, Hazel

TIPTON STREET SCHOOL

Buehler, Albert	Ertzinger, Florence	Huble, Adam
Clark, Calvin	Heavey, Earl	McLinn, DeForest
Daltry, Thomas	Hines, Zita	Planque, John
DeCamp, Verne G.	Hively, Roy	Pressel, Willard
Erehart, Archie	Howenstine, Hazel	

WILLIAM STREET SCHOOL

Adamson, Florence	Fisher, Marie	Paul, Grace
Branyan, Mary	Linsinger, Ray	VanAntwerp, Nellie
Clark, Harlon	McEnderfer, Paul	Whitelock, Gladys
Collins, Ethel	Miles, Houston	Zeller, Vera
Duncan, Erma	Miller, Cyril	

EIGHTH GRADE

SECTION TWO

Central School

Austin, Iva	Griffith, Ruth	Patrey, Walter
Beck, Lucile	Guhl, Eva	Simons, Silvia
Blippus, Dorothy	Hart, Mae	Stevens, Gertrude
Braden, Clarence	Lowman, Hazel	Tillman, Charles
Click, Bertha	Marshall, Ethel	Townsend, Georgiana
Darr, Bernice	McCartney, Ray	Whitmore, Hester
Elser, Merle		

Tipton Street School

Berkfield, Frank	Hammel, Claude	Miller, Clyde
Bronstein, William	Hurd, Cato	Schenkel, Esther
Crist, Carl	Ireland, Thomas	Thatcher, Merle
Griffith, Clifford	Johnson, Manda	Weber, Robert

William Street School

Brown, William
Chapman, John
Emley, Ray
Gaar, Homer
Gardner, Mary
Garretson, Adaline

Grise, Chlois
Ham, Gorman
Jacobs, Eva
Jarvis, Ethel
Johnson, Mary

Paul, Velma
Pretzer, Elma
Price, Ina
Provines, June
Schaefer, Ruth

SECTION ONE

Central School

Rush, Ruth
Drummond, Ory
Furste, Waldron
Harrel, Jesse
Kacy, Kathleen
Kilne, Fred
Miller, Mana

Minnich, Harry
Oliver, Beatrice
Rundles, Bertha
Schelber, Mabel
Shuck, Raymond
Shoemaker, Cleo
Smith, Lawrence

Thompson, June
Triggs, Kenneth
Triggs, Olive
Vandine, Pearl
Whitmore, George
Wolf, Mattie

Tipton Street School

Beaver, Ruth
Broughton, Blanche
Collins, Corning
Deerwester, Sadie
Fry, Elsie
Hedges, Frances

Humbert, Paul
Knipp, George
Morse, Lester
Powell, Lucinda
Robinson, Lillian

Shafer, June
Thomas, Helen
Walknetz, Mildred
Woelker, Venessa
Wooley, Harry

William Street School

Aldridge, Charles
Bartlett, Lester
Beverly, Porter
Bonebrake, Mildred
Chamberlain, Mary
Cleveland, Thomas
Haller, Mary
Harrell, Joseph

Hoover, Lucile
Hullinger, Rex
Montzer, Mamie
Miller, Raymond
Monroe, George
Rahn, Elmer
Scott, Lella

Shroyer, Elmer
Skiles, William
Stouder, Nondus
Swafford, Edith
Tobias, Leon
Weese, Donald
Zahn, Lena

SEVENTH GRADE

SECTION TWO

Central School

Austin, Ada
Bane, Ethel
Bippus, George
Cull, Conie
Dill, Aubrey
Goehorn, Mabel
Hall, Dean

Hamer, Russell
Hler, Glenn
Hosler, Kenneth
Kramer, Mary
Lowman, Gladys
Moser, Virginia
Pugh, Donald

Richwine, Cleo
Sebring, Robert
Summers, Lozier
Welford, Florence
Wells, Arnet
Williams, Helen

Tipton Street School

Brenneman, Archie
Crumley, Valera
Deeds, Glenn
Folk, Bernice
Goodrich, Clarence
Heaston, Edna
Horn, Lawrence

Horwitz, Jacob
Howell, Roy
Humbert, Grace
Jackson, Everett
Kunkle, Louis
Landis, Ruth
LaPoint, Elmer

Little, Edith
Miller, Anson
Miller, Floyd
Shaffer, George
Shenkel, Adolph
Young, William

William Street School

Barnes, Lucy
Bowers, Lee
Branstrator, Ethel
Brock, Clifford
Collins, Donald
Coolman, Russell
Davis, Freda
Day, Donald
Delvin, Ethel

Helm, Opal
Hendricks, Milo
Jarvis, Myrtle
Jones, Ruth
LaVine, Chester
Leverton, Garrett
Mathews, Pearl
Mickley, Faye
Myers, Grace

Oaks, Edison
Rarick, Guy
Shoemaker, Harry
Suit, Fred
Swafford, Beasie
VanAntwerp, Helen
Woods, Bernice
Wright, Lucile

SECTION ONE

Central School

Buzzard, Opal
Doub, Marshall
Hague, Elizabeth
Hawkins, Edwin
Herran, Kenneth
Hook, Eugene
Kalb, Jean
Ketterling, Robert

Kiser, Ralph
Kussard, Sherman
Loomis, Mabel
Mader, Charles
Marshall, Roy
Merela, Elma
Mygrants, Marie

Shelburne, Elizabeth
Trovinger, Earl
Weeks, Loren
Williams, Florence
Wright, Myrtle
Young, Paul
Young, Susanna

State Street School

Denls, Mildred
Haley, Lowell
Hancine, Ralph

Kelser, Ina
March, Earl
Mickley, Cleora

Shearer, Ralph E.
Waikel, Inza
West, Mary

Tipton Street School

Branstrator, Anna
Branstrator, John
Burkhart, Arthur
Burns, Thomas
Chenoweth, Hope
Clark, Helen
Fisher, Raymond.

Fosnaugh, Buell
Garner, Cecelia
Harnish, Bruce
Heavy, Ruth
Johnson, Floyd
McKown, Harry
Meese, Ward

Miller, Ethel
Porter, Eylene
Rittenour, Victor
Spach, Marjorie
Timmons, Mary
Tourney, Martha
Walknetz, Nevin

William Street School

Aldridge, Schuyler
Beal, Donald
Cox, Beatrice
Davidson, Alice
Elbert, Paul
Emery, Marie
Emley, Palmer
Farley, Gladys
Farling, Wilbur
Foote, Hilah
Fosnaugh, Charline
Frech, Charles
Fulton, Marie

Gilbert, Charles
Glanon, Melba
Harrell, Benjamin
Hartman, Esther
Hartman, Georgia
Haverly, Roy
Hoffman, Earl
Hunter, Edward
Koch, Hilda
Lawrence, Emma
Lesh, John
McGowan, George
Metzer, Paul

Poorman, Carl
Pressler, Winfield
Richardson, John
Ruse, Senn
Schaefer, Alma
Scheerer, Evelyn
Sheller, Harvey
Shideler, Howard
Shoemaker, Gladys
Stonebraker, Dale
Tobias, Russell
Whitelock, Charles

SIXTH GRADE

SECTION TWO

Central School

Brown, Paul
Bush, Lewis
Chenoweth, Mary
Clokey, Anna Mary
Cox, Gilbert

France, Jessie
Frazier, Dorothy
Glass, Fretz
Link, Theron
Myers, Florence

Newcomb, Dean
Purviance, Montgomery
Robinson, Raymond
Sebring, Olive

State Street School

Baker, Lillian
Buckingham, Lawrence
Commons, Hazel
Dungan, Eldon Roy
Horwitz, Louis

Kelser, Phyllis
Korporal, Eva M.
Marker, Mildred
Miller, Pearl
Nave, Ella

Simons, Etta
Simons, Nettie
Sullivan, Leroy
Waikel, Pearl

Tipton Street School

Abbott, Ruby
Allman, Chalmers
Bonebrake, Florese
Carey, Bruce
Carrier, Margaret

Hela, Frank
Horn, Jessie
Ireland, Leslie
Morse, Arthur
Norman, Louis

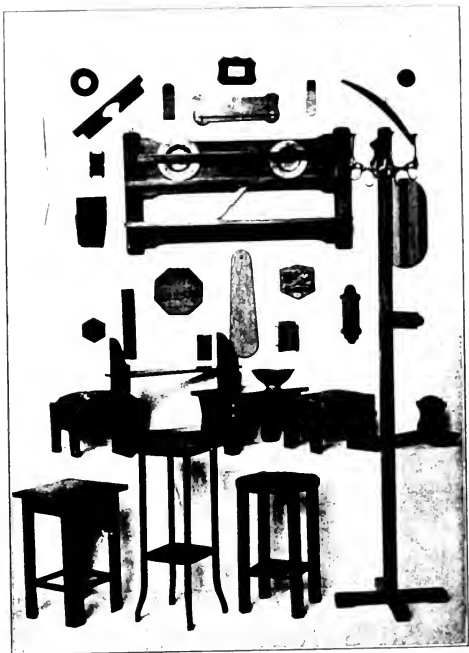
Pashong, Lloyd
Peterson, Glenn
Pressel, Agnes
Stetzel, Harry
Young, Mary

William Street School

Bersee, Paul
Blom, Victor
Brenneman, Opal
Butler, Ben

Buzzard, Bruce
Buzzard, Lulu
Carr, Ruth
Chapman, Faye

Crabbs, Grace
Dinius, Allen
Evans, Harry
Griffith, Cameron



KNIFE, BENCH, AND METAL WORK—SIXTH, SEVENTH, AND EIGHTH GRADES

Grimes, Mabel
Grossman, Gladys
Hart, Paul
Hartman, Nina
Hiles, Bessie
Jarvis, Hazel

Jones, Paul
LaBar, Everett
Mickley, Fern
Paul, Ford
Prince, George
Rose, Iva J.

Smith, Hazel
Spell, Margaret
Wamsley, Charles
Windemuth, Paul
Wolsteffer, Fred

SECTION ONE

Central School

Bash, Philip
Brown, Marie
Brumbaugh, Agnee
Cappels, Walter
Demuth, Donald
Ewing, Dorothy
Folk, Foss
Hart, Zoe

Heneley, Ezra
Jerome, Ruth
LaMont, Herbert
McCaughy, Lloyd
Myers, Irene
Norrie, Florence
Schott, John
Schwartz, Ruth

Shock, Geneva
Stevens, Robert
Swafford, Howard
Tolan, Walter
Trovinger, Raymond
White, Fred
Wiles, Floyd

State Street School

Beeching, Mildred
Bowers, Harry
Callison, Maud
Cocklin, Roy
Dumbauld, Alberta
Fry, Malinda
Gephart, Otto
Goble, Albert
Grable, Erma

Hier, Ruby
Kramer, Nina
Kussmaul, Hazel
McConnel, Anna
Newcomb, Wreath
Nicola, Enid
Patten, Chester
Rittenhouse, Mabel

Roebuck, Augusta
Scantling, Jennie
Smith, Ruth
Stalder, Rudolph
Stewart, Ralph
Walter, Paul
Wheeler, Rhola
Whitacre, Agnes

Tipton Street School

Beaver, Clarence
Engleman, Walter
Faurot, Norval
Fosnaugh, Helen
Gordon, Carl
Humbert, Cecil
Leverton, Nellie

McKean, Helene
McKean, Hobart
McKean, Verna
Miller, Clara
Miller, Gladys
Morgan, Imo

Morrison, Clay
Pashong, Josephine
Redlinger, Marie
Shutt, Carl
Skinner, Irene
Steele, William

William Street School

Ashley, Nell
Barnes, Russell
Bartrom, William
Beal, Dorel
Bowers, Lillian
Braynan, Martha
Carnahan, Malcolm
Cleveland, Marcia
Collins, Edna
Cook, Frank
Cox, Eldon
Cramer, Cella
Dally, Raymond
Davis, Esther
Davis, Harry
Dumbauld, Ruth

Duncan, Glenn
Eckman, Agnes
Eger, Irvin
Ellie, Charles
Everding, Mabel
Faber, Lenora
Farley, Maro
Fisher, Paul
Fulton, Elizabeth
Gilbert, Irene
Gray, Cornelius
Haag, Harold
Hare, Lela
Jacobs, Joseph
Jamison, Dean
Johnson, Ferdinand

McClure, Donald
McGowan, William
Mentzer, Fern
Miller, Leta
Payne, William
Price, Donald
Rarey, Raymond
Ream, Russell
Scheerer, May
Sheller, Lawrence
Smith, Homer
VanAntwerp, Louise
Weese, Ruth
Whitelock, Annetta
Young, Earl

FIFTH GRADE

SECTION TWO

Central School

Barcus, William
Bippus, Albert
Ewing, Margaret
Grayson, Annie
Happy, Gertrude

Hullinger, Carl D.
McConkey, Thomas
Newell, Joseph
Pens, Donald
Plain, Dorothy

Raymer, Ralph
Schaff, Miller
Schwartz, Paul
Trigler, Helen
Vandine, Nellie

State Street School

Bair, William
Buckingham, Ines

Coolman, Murvan
Dohrer, Clyde

Drabenstot, Roy
Ebersole, Ira

Gephart, Carrie
Gephart, Mildred
Johnson, Lennert
McClellan, Lottie

Minninear, Fannie
Mykants, Naomi
Shock, May

Stewart, Eva
Vandewalker, Ilo
Vanholten, Dorman

Tipton Street School

Apple, Neva
Baker, Alfred
Brown, David
Cramer, Harry
Crist, Pearl
Hampton, Bernard
Howar, Nellie

Kingsafer, Karlton
Kratz, Floyd
Kratz, Leah
Landis, Ernest
O'Brien, Lucile
Reed, Edgar

Rinesmith, Edward
Stults, Anson
Stults, Garr
Stults, Walter
Thurston, Hester
Worden, Frances

William Street School

Bartlett, Helen
Beal, Ethelwyn
Blom, Chester
Brown, Clara
Buzzard, George
Cass, Roscoe
Cline, Donald
Collins, Lowell
Correll, Russell
Ellis, Glenn
Denison, Paul
Doell, Frederick
Faber, Jeannette
Finley, Fay
France, Mary
Geller, Theodore

Gillespie, Lela
Goshorn, Cecil
Hestink, Mildred
Hilyard, Cyril
Hoag, Augusta
Hooker, Lessel
Hoover, George
Hoover, Nola
Jackson, Donald
Jefferies, Daniel
Koch, Calvin
Lesh, Lex
Lotzenhiser, Beasle
Lucas, Edwin
McIlvaine, Meredith
McKenzie, Josephine

McKinley, Leslie
McNabb, Meryl
Mickley, Hazel
Mohler, Esther
Nolan, Esther
Parker, Ruth
Payton, Royal
Reynolds, Irene
Scheerer, Edwin
Senkpiel, William
Smith, Wilbert
Snyder, Hazel
Stouder, Paul
Swafford, Ernest
Taylor, Lillian

SECTION ONE

Allen Street School

Adams, Boston G.
Anderson, Ethel
Brock, Leslie
Brown, Marie V.
Brumbaugh, Mabel

Carr, Grace
Cutshaw, Lottie
Ham, Wilbur
Miller, Colgn
Miltonberger, George W.

Oaks, Lulu
Regadan, Ross
Vernon, Kenneth
Wolsiefer, Willie
Woods, Mary

Central School

Clayton, Ruth
Cook, Fred M.
Cuney, Mabel
Falck, Frederick
Harrell, Lizzie
Jones, Charles
Karnes, Verna

Krieg, Claude
McCutcheon, Royal
Mercla, Marie
Mohler, Vida
Patrey, Harry
Peden, Jean
Platt, Donald

Russell, Donald
Spencer, Donovan
Sroufe, Stella
Swihart, Clyde
Terhune, Paul
Wilbite, Rachael
Wolf, Ida

State Street School

Andrew, Ethel
Deeds, Marion E.
Ellerman, Everett
Ellerman, Fred
Fleck, Bernice
Harding, John

Kramer, Hazel
Landon, Ralph
Merriman, Ruth
Minninear, Earl
Pence, Lucile
Ritenour, Mildred

Sullivan, John
Vernerder, Ruth
Walkel, James
Walter, Samuel
Zink, Maud

Tipton Street School

Booth, Helen
Bransator, Irene
Elvin, Marjorie
Engleman, Zella
French, Angeline
Fulton, Edith
Henry, Otto

Hoover, Ralph
Horrell, Marie
Hurd, Gerald
Ireland, Glenn
Johnson, Archer
Lavengood, Theron
Presnall, DeVer

Reldinger, Walter
Shipley, Lucien
Skinner, Minto
Walknetz, Harold
Weber, Ray
Young, Fontanna

William Street School

Allen, Ivan
Anderson, Marjorette
Eritton, Ralph
Butler, Melville

Buzzard, Paul
Campbell, Paul
Collins, Edward
Correll, Donald

Couch, Earl
First, Emery
Gardner, Walter
Hammond, Lucile

Humbert, Donald
Jamison, Virgil
Jarvis, Edith
Linsinger, Elma
Mayne, Bessie

McEnderfer, Nellie
Miller, Lloyd
Otis, Arthur
Pugh, Helen
Rex, Faye

Rosebrough, Lucile
Seely, Robert
Swalla, Bea
Wilson, Ralph
Winebrenner, Fred

PRIMARY SCHOOLS

FOURTH GRADE

SECTION TWO

Allen Street School

Arnold, Howard
Cutshaw, Alma
Davidson, Hazel
Elsenberg, Donald
Fosnaugh, Mildred
Fosnaugh, Naomi

Ham, Ilo
Kelney, Donald
Hernaise, Calvin
Hoag, Clyde
Jefferies, Dick

LaMont, Bernice
Metcalf, Letha
Myers, Orvil C.
Oliver, John
Tobias, Glenn

Central School

Brann, Dorothy
Brown, Dorothea
Cole, Roy A.
Day, Lewellyn
Folk, Jessie

James, Walter
Krieg, Lloyd
Mader, Mary
McCutcheon, Loyal
Myers, Hazel

Shock, Roy
Webb, Lester
Walter, Agnes
Windle, Frederick

State Street School

Dinius, Tressa
Gesaman, Everett
Griffith, Otis
Haneline, Verlin
Herendeen, Foster

Hively, Elden E.
Kaufman, Frances
Kelser, Dewey M.
McClellan, Everett
Miller, William

Newcomb, William
Slusser, Jacob
Slusser, John
Stalder, Roman
Wiles, Earl

Tipton Street School

Burkhart, Floyd
Clayburn, Mary
Diahong, Nya
Holeworth, Manilla
Homeyer, Donald
Johnston, Ollie

Kunkle, Paul
Lewis, Alta
Longwell, Harriet
Lowman, Alameda
Patterson, Wallace
Reichard, Hazel

Rusler, George
Shobe, DeLon
Smith, Wilmer
Smith, Wilton
Willis, James

William Street School

Ackley, Chester
Bechtold, Martin
Clark, Walter
Crabbs, Vernon
Doell, Arthur
Eger, Orvil

Fordyce, Blanche
Griffith, Paul R.
Halsey, Mary L.
Johnson, Mary L.
McClure, Dorothy

Mitten, Dewey
Morgan, Claude
Nunemaker, William
Payne, Ellen
Stonebraker, Marlon

SECTION ONE

Allen Street School

Applegate, Fay
Bartmess, Rex
Blom, Janice
Brown, Chester
Brown, Josephine
Conarty, Ancil
Cook, Arthur
Creager, Ferris

Creager, Forrest
Evans, Harmon
Folk, Leorace
Frost, Allan
Hoover, Opal
Jackson, Charles
Johnaon, Russell

LaBar, Corabell
Leads, Marvella L.
Miles, Beroth
Raney, Russell D.
Sands, Alvin
Widner, Blanche
Wolverton, Herbert

Central School

Barcus, Maryon
Barnhart, Allan
Beck, Helen
Bollinger, Lucille
Call, Carrie
Chenoweth, Itay

Ewing, Louise
Falk, Henry
Fast, Ruth
Folk, Frank
Franklin, Mollie
Greenman, Robert

Griffith, Dorman
Hale, Vaughn E.
Hall, Doreen
Hamer, Louise
Happy, Vera
Hough, Enola

Johnson, Harry
Jones, Harmon
Jones, Marie
Kacy, Howard
Kiser, Arthur
Lamaster, Maggie
Lambert, Edna
Loomis, Florence

Myers, Robert
Pugh, Edwin
Raymer, Carl K.
Richwine, Watson
Satterthwaite, Louise
Sebring, Walter
Sparks, Mildred
Starbuck, Fred

Stephenson, Louis
Tilman, Curtis
VanBaulen, Irving
Weaver, Laura
Whitmore, Robert
Whitite, Mary
Zink, Sophie

State Street School

Adams, Helen A.
Andrew, Clifford
Bane, Bessie
Brinningshall, Vera
Brown, James
Colvin, Rudy
Deeds, Ethel
Dieffenbaugh, William
Fisher, Ruth J.

Fowerbaugh, Carl
Gephart, Clara
Goble, Agnes M.
Harnish, Elena
Hilyard, Delphia
Korporal, Russell
Kreamer, Ethel
March, Marvel
Merriman, Arthur

Minninear, Cella
Patten, Ethel
Potts, Roy M.
Redding, Bernice
Shaw, Nathan
Simons, Frank
Ward, Sebar
Zollar, Florence

Tipton Street School

Benn, Marshall
Boesch, Frances
Booth, Agnes
Clark, Mildred

Gilkey, Anna
Gordon, Edward
Ickes, Ruth
Leicht, Elizabeth

McKean, George
Miller, Alice
Raber, Walter
Reidinger, Loren

William Street School

Bartrom, Andrew
Bonewitz, Charles
Bronneman, Orpha
Davis, Arthur
Heaston, Lela
Heiney, Enid
Humbert, Marie
Kilander, Ruth

Kirkendall, Arline
Klasinger, Cleo
Lawrence, Elmer
Little, Hale J.
Myers, Glenn
Rosebrough, Helen
Ryan, Maurice

Schaefer, Donald
Snyder, John
Taylor, Carlos
VanAntwerp, Edith
Weese, Edwin P.
Winkler, Horace
Zahn, Edith

THIRD GRADE

SECTION TWO

Allen Street School

Agnell, Arthur
Bartlett, Fred
Brazelton, Walter
Carr, Mary E.
Craig, Irene
Fesselman, Helen
Haro, Opal
Hoover, Grace

Jamison, Russell
Lucas, Kent
McKinley, Irla
Metzner, Carl
Mickley, Dale
Miller, Hershell
Miller, Imo
Naylor, Olen

Rarey, Harry
Ream, Harold
Smith, Dale
Smith, Maude
Stetzel, Ethel
Sult, Margarettha
West, Gladys
Wiles, Fern

Central School

Biehl, Aaron
Cook, Mabel
Cuney, Florence
Fisher, Earl
Grayston, Kendrick
Grupe, Robert

Jones, Dewey
Klein, Margaret
Lavine, Edna
Leonhardt, Paul
Lucas, Mary
Newell, Russell

Scheiber, Ethel
Trovinger, Ina
Walter, Edith
Warvel, Donald
Weeks, Myron

State Street School

Aumiller, Lulu
Austin, John
Burgett, Lucile
Divebliss, Carl
Dolsen, Ireatia M.
Dougberty, Mary
Drabenstot, Ray A.

Fisher, Edgar
Gordon, Lester
Haley, Ivan
Harding, George
Hopple, Leona L.
Kaufman, Emmett
Pence, Fred B.

Robinnett, Wilda
Swaim, Charles
Swaim, Paul
Vinson, Edward
Warren, Cora
Whitacre, Walter

Tipton Street School

Abbott, Herbert
Abbott, Robert

Bechstein, Evalyn
Benn, Mary

Brown, Archie
Burkhart, Homer

Carey, Nell
Doudna, Eugene
Fields, Catherine
Fossnaugh, Constance
Glasser, Harry
Hake, Louis O.
Humbert, Ralph
Ireland, Kenneth
King, Helen A.

Briggs, Dorothy
Delvin, Charles
Doell, Carl
Everding, Marshall

Kingsafer, Wanda
Knecht, Claude
Lowman, Shirley
Nauger, Walton
Morse, Donald E.
Moss, Arthur C.
Norman, Edwin
Rusler, Robert
Shobe, Gladys

William Street School

Finley, Irene
Goshorn, Foster
Harrell, Thomas
Helm, Velma

Sipe, Homer
Sipe, Rolla A.
Skinner, Walter
Smith, Jesse J.
Stults, Ina
Thompson, Vera
Walburn, Ruth
Ward, Everett

Miller, Wilbur
Nolan, Thelma
Paul, Mark
Stauch, Lester

SECTION ONE

Allen Street School

Bonser, Russell
Brown, Lesta
Conarty, Emmott
Cook, Edna
Culp, Marvel
Ellis, Ethel
Finley, Viola
Hall, Glenn

Helney, Emmett
Johnson, Myrtle
LaMont, Lucile
Merriman, Ruby
Morrett, Rex
Myrants, Donald
Septer, Ira

Septer, James
Slane, Grace
Smith, Henrietta
Wearley, Harriet
Wheeler, Raymond
Whiteside, Madge
Wiles, Lelah

Central School

Bolinger, Dale
Crull, Mabel L.
Dill, Howard
Jacobs, Frank L.
James, Margaret
Johnson, Helen

Lavengood, Clarence
Lehman, Walter
Malvin, Gladys
Marcia, Edgar
Rapp, Carl W.
Singer, Ralph

Tolan, Arthur
Triggs, Lawrence
Triggs, Morris E.
Welford, Paul H.
Williams, Chester

State Street School

Best, Buri
Brooks, Branch
Bush, Mary
Cone, Harry
Drabenstot, Elizabeth
Fisher, Ruth
Fry, John

Hanelline, Glenn
Harrell, Nettie
Holley, Herbert
Horwitz, Minnie
Humbert, Laura
Kramer, Carl
McClellan, William

Roebuck, Inez
Sands, Chloe
Shock, Edith
Smith, Maggie
Walker, Burwell
Zollars, Mabel

Tipton Street School

Berry, Charles
Bonebrake, Wilbur
Boyle, Agnes M.
Brumbaugh, Claribel
Creager, Clifford
Creager, Leta

McCuen, Irene
McLaughlin, Bessie
Moyer, Zelma
Muckley, King P.
Myers, Pauline
Reidinger, Grace V.

Sellers, Reuben
Stults, Estella
Walknets, Helen
Winters, Marie
Young, Karl D.

William Street School

Clark, Waneta
Fisher, Earl
Fordyce, Lavina
Geller, Evelene

Johnson, Albert
Johnson, Sarah
Miller, George
Myers, Bessie

Saal, Kathleen
Taylor, Esma
Winebrenner, Alice

SECOND GRADE

SECTION TWO

Allen Street School

Agnell, Roy
Anderson, Dwight
Betz, Della
Cook, Warren
Cutshaw, Roy
Dumbauld, DeForrest

Farley, Emery
Haag, Arthur
Harmon, Pearl
Hartman, Martha
Hernandez, Harmon
Hoag, Welcome

Hooker, Georganna
Hoover, Nettie
Jackson, Clarence
Payne, William C.
Smith, Mary E.
Watkins, Calvin

Central School

Howman, Mary M.
Hush, Floyd
Call, Charley
Caswell, Jack
Folk, Ora O.

Forst, Garnet
Griffith, Mary E.
Hamer, Mary E.
Kline, Joseph
Seeley, George

Shideler, Ruth
Trovinger, Ruth
Wolf, John M.
Zink, Paul G.

State Street School

Able, Maud
Commons, Loula
Covey, Jacob
Dinius, Mark
Dungan, Lucille
Eger, Leroy
Ellerman, Edith
Flaugh, Ida M.
Fowerbaugh, Vernon

Furste, Mary L.
Gephart, Celesta
Isenberg, Olive
Johnson, Donald
Kussmaul, Ernest
Lawyer, Mildred
McConnel, Daniel
McConnel, Stephen
Miller, Glenn

Robinnett, Clarence
Sands, Virgil
Shaw, Mary A.
Smith, Wilmer
Teifer, Clarence
Timmons, Joseph
Tucker, Eva
Waikel, John

Tipton Street School

Bronstein, Solomon
Cramer, Glenn
Crist, Grace
Davis, Louise
DeCamp, Donald
Dishong, Herbert

Fosnaugh, Nellie
Glikey, Edith
Howell, Edith
LaPointe, Lucille
Leicht, Ernest

Mauger, Everett
Otis, Esther
Otis, Ruth
Reed, Bruce
Suits, Grace

William Street School

Beemer, Ernest
Collins, Marlon
Furste, Esther
Goshorn, Ethel
Harris, Margaret
Jackson, Beulah

Jacobs, Charles
Johnson, Salome
Kissinger, Fred
Rittgers, Miller
Rudesill, Mary

Scheerer, Wilbur
Stephens, Rose
Tourney, Grace
Vandine, Vera
Windemuth, Mildred

SECTION ONE

Allen Street School

Applegate, Ray
Bair, Roy
Bartmess, Fern
Bell, Howard
Bonser, Alita
Bowman, John
Brown, Roswell
Carlson, Lawrence
Chapman, Glenn

Creager, Merritt
Denison, Harold
Frost, Agnes
Gesaman, Hayden
Jackman, Albert
Kaylor, Beatrice
Klepper, Elmo
Lee, Miriam

Mickley, Vaughn
Mygrants, Dorothy
Scott, Graham
Sheller, Lucy
Smith, Mildred
Stone, Aiden
Strouse, Doris
Thompson, Charles

Central School

Bollinger, Lillian
Briggs, Mildred
Brown, Bernice
Bush, Everett
Diefenbaugh, Edward
Draper, Bernice
Ellott, Robert P.
Ertzinger, Earl G.
Falek, Gertrude
Geizlehter, Lulu
Gemmer, Edward
Glenn, John Rundell

Helton, Walter J.
Jones, Mabel I.
Jones, Willie
Klein, James
Kline, Herbert
Kronmiller, William
McCahill, Mary
Raymer, Chalsia
Raymer, Inez
Richwine, Dean
Schwartz, George

Sewell, Howard
Sewell, Edmond
Singer, Raymond
Smith, Helen
Smith, Lawrence
Speth, Arthur
Strufe, Walter
Terhune, Thomas J.
Tobias, Hayden
VanBaalen, Leah
Zigerli, Mary C.

State Street School

Blood, Alvin
Bowers, Veagle
Burgett, Inez
Diveblase, Edith
Dolan, Edward
Ebersole, Violet
Emerling, Della
Farling, Paul
Faust, Harold
Goble, Hazel

Hadley, Sybil
Harnish, Verne
Helvie, Kenneth
Jackson, Frank
Johnson, Charlee
Keiser, Mildred
Kettering, Ruth
Landon, William
McClellan, Ralph
Minninear, Elzie

Mygrants, Bernice
Newcomb, Malsie
Patten, Grace
Pealer, Helen
Pence, Harold
Poling, John
Shearer, Herbert
Slusser, Carl
Smith, Wilson
Sullivan, Paul

Swain, Harry
Vanderwalker, Walter

Vinson, Edna
Vinson, Minnie

Walters, Minna
Wampner, Tracy

Tipton Street School

Applegate, Loretta
Brown, Aibel
Brown, Beatrice
Brown, Ralph
Burns, Nellie
Early, Leigh P.
Eaton, Helen
Flora, Mabel

Folk, Martha
Fulton, Isabelle
Lavengood, Thelma
McClellan, Gladys
McMarian, Mary
Park, Helen
Randall, Morris

Schorey, Edna
Shoemaker, Jessie
Smith, Clarence
Swinehart, Harvey
Thompson, Edmond
Windemuth, Lillian
Woehner, Rolland

William Street School

Hartrom, Ceellia
Hartrom, Paul
Haugartner, Homer
Campbell, Ruth
Differbaugh, Roy
Elliot, Robert P.
Finley, Hazel

Helney, John
Helney, Keith
Jarvis, Merly
Nunemaker, Mabel
Park, Bernice
Peters, John

Pinkerton, Mildred
Rannels, Lucille
Smith, Mildred
Stouder, Wilbur
Swalla, Donald
Zeller, Charles

FIRST GRADE

SECTION TWO

Allen Street School

Babb, Herbert
Kenebrake, Mabel
Kowman, Dorothy
Donk, Lottie
Kinley, Dale

Hillyard, Helen P.
Hoover, Neila
Miles, Eloise
Newell, Ruth
Payton, Frank

Richards, Everett
Ricker, Gerald
Slane, Rue
Wheeler, George

Central School

Blehl, Homer G.
Brown, Harriet
Bruss, Isabelle
Day, Wanda J.

Frazier, Della E.
Gelzleichter, Maggie E.
Grupe, Walter E.
Knight, Lewis J.

Spencer, Virginia
Tillman, Frances
Tillman, Ruth M.

State Street School

Ables, Louis
Andrew, Fay I.
Commons, Rebecca
Deeds, Albert J.
Denny, Mary
Fisher, Elsie
Fry, Sylvia
Gamble, Nellie
Goble, Bertha
Griffiths, Beesele
Hadley, Arthur
Hammel, Audrey
Harrell, Marvin
Hler, Delbert

Hopple, Viola
Isenberg, Earl
Kramer, Paul
Lamb, Magdalene
Miles, Athelma
Miller, Walter H.
Mutz, Lee
Nicols, Mildred L.
Park, Myrtle
Peacher, Archie
Pealer, Ruth
Rittenhouse, Paul
Rittgers, Charles
Simons, Elizabeth

Smith, Viola
Strauss, Edward
Sullivan, James H.
Swain, Agnes
Swain, Freddie
Swain, Leatha
Thorn, Russell
Tucker, Indus
VanHoltan, Gertrude
Ward, Cary E.
Whitacre, Edith
Whitacre, Irene
Wood, Fordyce

Tipton Street School

Beaver, Howard
Burris, Erma C.
Carey, Orpha
Creager, Chester

Drewett, Irma
Elser, Harry C.
Holsworth, Carl
Mauger, Mildred

Norman, Ralph
Patterson, Mary
Smith, George A.
Spees, Eva

William Street School

Aldridge, Anna
Davis, Dora M.
Garretson, Mary
Gray, Wilbur
Hirsch, Clara E.
Johnson, Leota

Koch, Alma A.
Little, Kathryn
Mann, Laura
Minton, Benjamin
Mitten, Lucile

Payne, Raymond
Rose, Opal
Stauch, Wilbur
Ulrich, Doris
Winkler, Rhoda

SECTION ONE

Allen Street School

Duhamell, Chester
Fosnaugh, LouiseKeller, Helen
Lew, Leslie

Payne, Grace

Central School

Braden, Viola M.
Folk, Lodema B.

Singer, Alice

Vandine, Minnie

State Street School

Evans, Thelma
Fisher, Mabel
Fisher, William
Harding, Hiram J.Krelger, Raymond
Morris, Paul
Risher, Pearl
Risher, WilsonSmith, Harry
Smith, Orville
Stetzel, Beulah
Wiles, Tillie

Tipton Street School

Brown, Jessie
Burkhart, Willard
Emley, Bernice E.Lowman, Lottie
Norman, EthelRusler, Charles
Wire, Marland

William Street School

Kennedy, Melvin
Nunemaker, Rufus

Nunemaker, Ruth

Snyder, Orvel

SCHOOL OFFICERS AND FACULTY FOR 1908-09

BOARD OF EDUCATION

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Mr. Alonzo D. Mohler.....	Secretary
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Mr. William P. Hart.....	Superintendent
Miss Metta M. Leedy.....	Clerk

DEPARTMENT OF SUPERVISION

Miss Mary L. Clark.....	Primary Instruction
Miss Vivian I. Stoddard.....	Music
Mr. William A. Shock.....	Manual Training
Miss Harriet M. Boulden.....	Domestic Science
Miss Alice J. Gray.....	Drawing and Art

HIGH SCHOOL

Mr. James H. Gray, Principal.....	General Assistant
Miss Mary B. Cox.....	History and Civics
Miss Fredrica R. Tucker.....	English
Miss Mary E. Hartman.....	Latin
Miss Edna Hays.....	Assistant in English
Mr. Walter E. Bratt.....	German
Mr. Irvin E. Grisso.....	Commerce
Mrs. Carrie H. Templeton.....	Mathematics
Mr. Elmer E. Tyner.....	General Assistant
Mr. Jacob P. Young.....	Science
Miss Vivian I. Stoddard.....	Music
Miss Alice J. Gray.....	Drawing and Art

CENTRAL SCHOOL

Mr. Jesse M. Scudder, Principal.....	Arithmetic and History
Miss Minnie M. Bush.....	Reading and Literature
Mr. William A. Shock.....	Manual Training
Miss Harriet M. Boulden.....	Domestic Science
Miss Belle Rarey.....	Geography and Physiology
Mr. Henry C. Huber.....	Grammar and Composition
Miss Ethel McCloud.....	Music and Drawing
Miss Ella J. Moore.....	Grade Five

Miss Lena M. Carson.....	Grade Four
Miss Grace G. Weber.....	Grade Three
Miss Elizabeth H. Pierce.....	Grade Two
Miss Mary L. Clark.....	Grade One

WILLIAM STREET SCHOOL

Mr. Enos B. Heiney, Principal.....	History
Miss Harriet M. Boulden.....	Domestic Science
Mrs. May C. Baker.....	Geography and Physiology
Mr. Frederick C. Mahoney.....	Arithmetic
Mr. William A. Shock.....	Manual Training
Miss Ethel McCloud.....	Music and Drawing
Miss Lucretia E. Hemington.....	Grammar and Composition
Miss Ethel N. Todd.....	Reading and Literature
Miss Dilla K. Stultz.....	Grade Five-Two
Miss Essie B. Dinlus.....	Grade Five-One
Miss Dessie A. Moore.....	Grade Four
Miss Hattie M. Kline.....	Grade Three
Mrs. Edna B. Felter.....	Grade Two
Miss Jessale Strong.....	Grade One

TIPTON STREET SCHOOL

Mr. William S. Cushing, Principal.....	Arithmetic and History
Miss Minnie M. Bush.....	Reading and Literature
Mr. William A. Shock.....	Manual Training
Miss Harriet M. Boulden.....	Domestic Science
Miss Belle Rarey.....	Geography and Physiology
Mr. Henry C. Huber.....	Grammar and Composition
Miss Ethel McCloud.....	Music and Drawing
Miss Cordella C. Talt.....	Grade Five
Mrs. Nellie W. Hollis.....	Grade Four
Miss Ethel L. Peterson.....	Grade Three
Miss L. Hattie Davis.....	Grade Two
Miss Jessie A. Huyette.....	Grade One

STATE STREET SCHOOL

Mr. William A. Hacker, Principal.....	Grade Six
Miss Cora G. Smith.....	Grade Five
Miss Mary E. Conley.....	Grade Four
Miss Mary Coltrin.....	Grade Three
Miss Nina F. Collings.....	Grade Two
Miss Helen A. Tyner.....	Grade One-Two
Miss Jeannette Thiebaud.....	Grade One-One

ALLEN STREET SCHOOL

Mrs. Florence E. Foote, Principal.....	Grade Four
Miss Harriet Swain.....	Grade Three
Miss Margaret Campbell.....	Grade Two
Miss Lizzie A. Mohler.....	Grade One



HAMMERED AND STIPPLED METAL, WORK—EIGHTH GRADE

CITY FREE LIBRARY

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Mrs. Edna B. Felter.....	Vice Chairman
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Mrs. Emma R. Gibney	

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Miss Winifred F. Ticer.....	Librarian
Miss Priscilla J. McArthur.....	First Assistant
Miss May I. Smith.....	Second Assistant
Miss Katherine I. Hartman.....	Substitute

JANITORS

Mr. James F. Kiser.....	High School and Central Heating Plant
Mr. Henry O. Flaher.....	Central School and City Free Library
Mr. Daniel S. Austin.....	William Street School
Mr. Albert F. Lininger.....	Tipton Street School
Mr. Frank D. Hler.....	State Street School
Mr. Charles E. Farrar.....	Allen Street School

TRUANT OFFICER

Mr. Charles E. Knee.....	Andrews, Indiana
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CALENDAR FOR 1908-09

County Teachers' Institute, August 24-28, 1908.

First Term begins August 31, 1908.

Vacation, Huntington County Fair, September 11, 1908.

Forty-fourth Junlor Oratorical Contest, October 30, 1908.

Vacation, Thanksgiving, November 26-27, 1908.

Vacation, Christmas, December 21, 1908, to January 1, 1909.

Baccalaureate Sermon, January 3, 1909.

Forty-ninth Commencement Exercises, January 8, 1909.

First Term closes January 15, 1909.

Second Term begins January 18, 1909.

Forty-fifth Junlor Oratorical Contest, March 19, 1909.

Vacation, Northern Indiana Teachers' Association, April 1-2, 1909.

Baccalaureate Sermon, May 16, 1909.

Fiftieth Commencement Exercises, May 19, 1909.

Second Term closes May 19, 1909.

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